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ABSTRACT

This preschool resource curriculum, intended for use in a Head Start center, was written to correspond with a work plan and curriculum for children 3 to 5 years of age. The units included in the curriculum guide are aimed at integrating growth experiences with the learning of basic skills. Each of the 16 units contains material related to each of the CDA functional areas, as well as bilingual activities, and emphasis is given to affective as well as cognitive activities. Activities provided are intended for use with small and large groups. Each unit provides cultural activities to promote pride in ethnic background and race. Most units include suggestions for activities that children can do at home with their parents plus references to resources such as books, records and films, many available in Spanish. Names of units included are: About Me; Nursery Rhymes; The Senses; Plants; Transportation; Children of Other Lands; Birds, Spiders, Insects and Worms; Community Helpers; Animals; The Farm; Circus; Sea Life; Seasons; Holidays; Free Play; and Pre-Writing. In addition to activities, most units include preassessment and postassessment materials and general unit objectives. (Author/RH)

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PRESCHOOL CURRICULUM

ED175548

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A Child Centered Curriculum
of Concepts and Activities Including
all of the CDA Functional Areas
Bi-lingual and Home Activities

PRESCHOOL CURRICULUM

Compiled and Edited by:

Dorothy Cunningham

Published by the Center for Research, Service and Publication
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June, 1979

FOREWORD

This preschool resource curriculum was written by a group of preschool educators in fulfillment of the requirements for a class in preschool curriculum. It was written for use in the Head Start center and corresponds with the work plan and specific curriculum which is geared to children three to five years of age. Each unit contains material in each of the CDA functional areas, as well as, bi-lingual activities. Those in the Rawlins class who complied units were:

> Mary Baca, Nancy Briggs, Josephine Bryant, Barbara Conradi, Julia Flores, Jean Godwin, Debra Golden, Elizabeth Hansen, Larena Kirsch, Patricia Koretos, Sylvia Madrid, Idine Merrill, Corine Pacheco, Theresa Pacheco, Diane Schmidt, Sue Taylor, Emily Vasquez, and Beverly Wheeler.

It was the intent of the group to include the best in principles and practices set forth in recent reliable research.

Young children have active minds and bodies. The curriculum is written so it can be flexible, rich in first-hand experiences and adaptable to the individual needs of children. Teachers who use this curriculum are encouraged to add their own creativity to the teaching of each unit.

The curriculum includes developmental skills through learning, maturation, and experience. Children learn to speak and express their thoughts. They are encouraged to think and discuss until they comprehend. All units provide concepts associated with reading and stimulate children so they will want to learn to read. Social and emotional skills are presented as a natural process leading to personal growth.

Children learn through doing many gross motor, fine motor, and perceptual-motor skill activities, which are provided in the daily program. Discovery and exploration provide opportunities to learn basic concepts in math, social studies, and science.

The units included in the curriculum guide aim at integrating growth experiences with the learning of basic skills. All activities are designed for the development of the total child. Emphasis on affective as well as cognitive activities provides a balance in learning. Evaluation is covered through a preassessment and postassessment. Activities provided are intended for use with small and large groups. Each unit provides cultural activities to promote pride in ethnic background and race. Most units provide suggestions for activities that children can do at home with their parents. Parent involvement is an important part of the program.

Funds provided for the development of this curriculum were made available through PA 20 HEW/OHDS/ACYF. This is not necessarily representative of official opinion or policy.

Bi-lingual supplement was also provided by PA 20 funds HEW/OHDS/ACYF, through a grant to Interamerica Associates.

Sincere gratitude is expressed for the efforts of all participants and the University of Wyoming for making this possible.

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ORIENTATION

Preassessment:

Discussion of:

1. Are there things you want to know about coming to school?
2. Do you want to learn the names of the other boys and girls in our room?
3. Does coming to school make you feel good?
4. Will you be able to share toys and have fun with the children in our room?

General Unit Objectives:

1. Children will develop a positive feeling for their new school situation.
2. Children will become acquainted with their new environment and make a positive adjustment.
3. Children will learn acceptable ways to deal with their peers in group situations.
4. Children will learn to work with adults and to treat them with respect and consideration.

Activities:

1. Have the children wear name tags.
2. Have the children use puppets to introduce themselves to the other children.
3. Song: "When You're Happy and You Know It"
   If you're happy and you know it, clap your hands
   If you're happy and you know it, clap your hands
   If you're happy and you know it, clap your hands
   If you're happy and you know it, then your face
      will surely show it
   If you're happy and you know it, clap your hands.
   Repeat, saying: Stomp your feet
   Shout hurray
4. Discuss feelings of happy, sad, mad, etc.
5. Have children take a paper plate and make a happy face and a sad face. Use it for roll call to show child's mood each day.
6. Fingerplay: Good Morning to You.
   In the morning, when these finger people wake up,
   The very first thing that they do
   Is to each say, "Good morning, good morning, good
      morning, good morning to you!
7. Make an "About Me" book with each child for resource material: on their likes and dislikes, etc.

8. The "Learning Name Song" from the Peabody Language
   Development Kits, Level P.
   American Guidance Service, Inc.
   Publishers' Building
   Circle Pines, Minnesota 55014
9. Trace child's body on sheets of butcher paper or newsprint and have child color. Put child's name on it and display in the room.
10. Acquaint children with staff and their duties.
11. Make children aware of safety coming to and from school.
12. Have discussion about how each came to school. Consider a role playing situation in which children act out how they came to school.
    Set up an obstacle course. Have children pretend they are cars, buses, etc.
    Set up signs like railroad crossing, stop and a stop light.
13. Play game "Red light, means stop."
14. Fingerplay Red light, means stop
    Red light stop, green light go
    Yellow means you'd better go slow
    Before I cross the street, I use
    Eyes, ears, and then I use my feet.
15. Discuss concept in the book "Never Talk to Strangers" by Irma Joyce, Golden Press Western Publishing Co., Inc., 1974, Racine, Wisconsin.
16. Send home a list of things that parents can discuss concerning safety to and from school.
17. Discuss rules in the classroom, ask children why rules are important. Use Peabody Early Experience Kit.
18. Experience 2 Concepts and Do and Do Not
19. Have a role playing situation where one child is selfish and one is not selfish. Ask which child they would rather play with. Expand the role playing into other situations, for example: Mean vs. nice, and sad vs. happy, fighting vs. not fighting.
20. During snack, pair children off (have a snack that two can share). Observe to see if children share. Discuss sharing.
21. Give children two like items, one small and one large, and have the children give one to another child. Use this opportunity to encourage sharing.
22. Song "We Have to Learn to Share"
    Resource: Developing Understanding of Self and Others Kit Manual, p. 51.
23. Put children in groups and have them work together.
24. Do a water coloring activity where two children share one glass of water.

ALL ABOUT ME

My name is ______________________________ My parents (or guardians)

are ____________________________________ I live at ___________________.

My telephone number is ____________. I am a __________ (boy/girl).

I am ______ years old. I was born on __________________________________.

I can	I need help	
		Dressing myself.
		Buttoning, snapping, and zipping my clothes.
		Going to the toilet by myself.
		Following simple directions.
		Telling what I want or need.
		Helping with simple household jobs.
		Taking turns or sharing.
		Speaking in sentences of five or more words.
		Telling a story.
		Matching colors.
		Identifying red, yellow, green, blue.
		Reciting rhymes, singing songs.
		Telling how things are alike and different.
		Identifying a cirle, square, triangle.
		Counting from 1-10.
		Recognizing numerals 1-10.
		Telling my first and last name.
		Printing my first name correctly.
		Identifying a few letters of the alphabet.
		Throwing and catching a ball.
		Riding a tricycle.
		Running, hopping, jumping.
		Using crayons with control.
		Using scissors with control.
		Working with a puzzle of six or more pieces.

I like to: Look at books; Listen to stories and music;
Attend Sunday School;
Be read to; Use paint, playdough, scissors, crayons;
Go to the library; go on trips outside the community;
Watch Sesame Street.

I enjoy these TV programs ____.

I enjoy these family activities _______________________________________.

My brothers' and sisters' names _______________________________________.

During the past twelve months, I have had trouble with ________________

	Never	Often	Sometimes
Eating too much or too little			
Sleeping too much or too little			
Stomach irregularities			
Getting along with children			
Getting along with adults			
Unusual fears			
Nervousness			
Thumbsucking			
Overactivity			
Sex			
Daydreaming			
Temper tantrums			
Crying			
Lying			
Stealing			
Tearing or breaking things			
Wetting			
Speech			

Additional comments from my parents:

Smile Gram

Today I ____________________

____

____

____

____

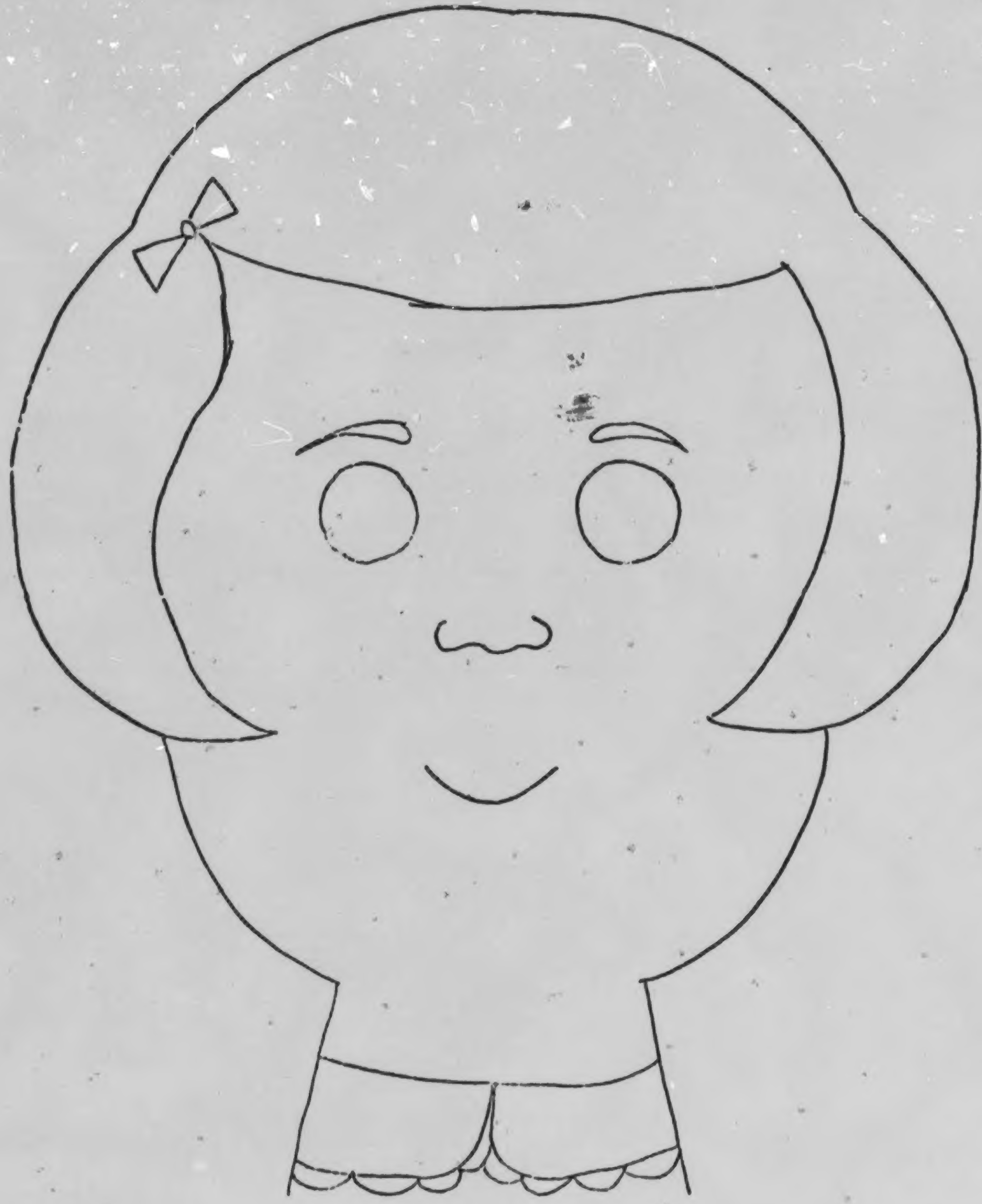
Happy Gram

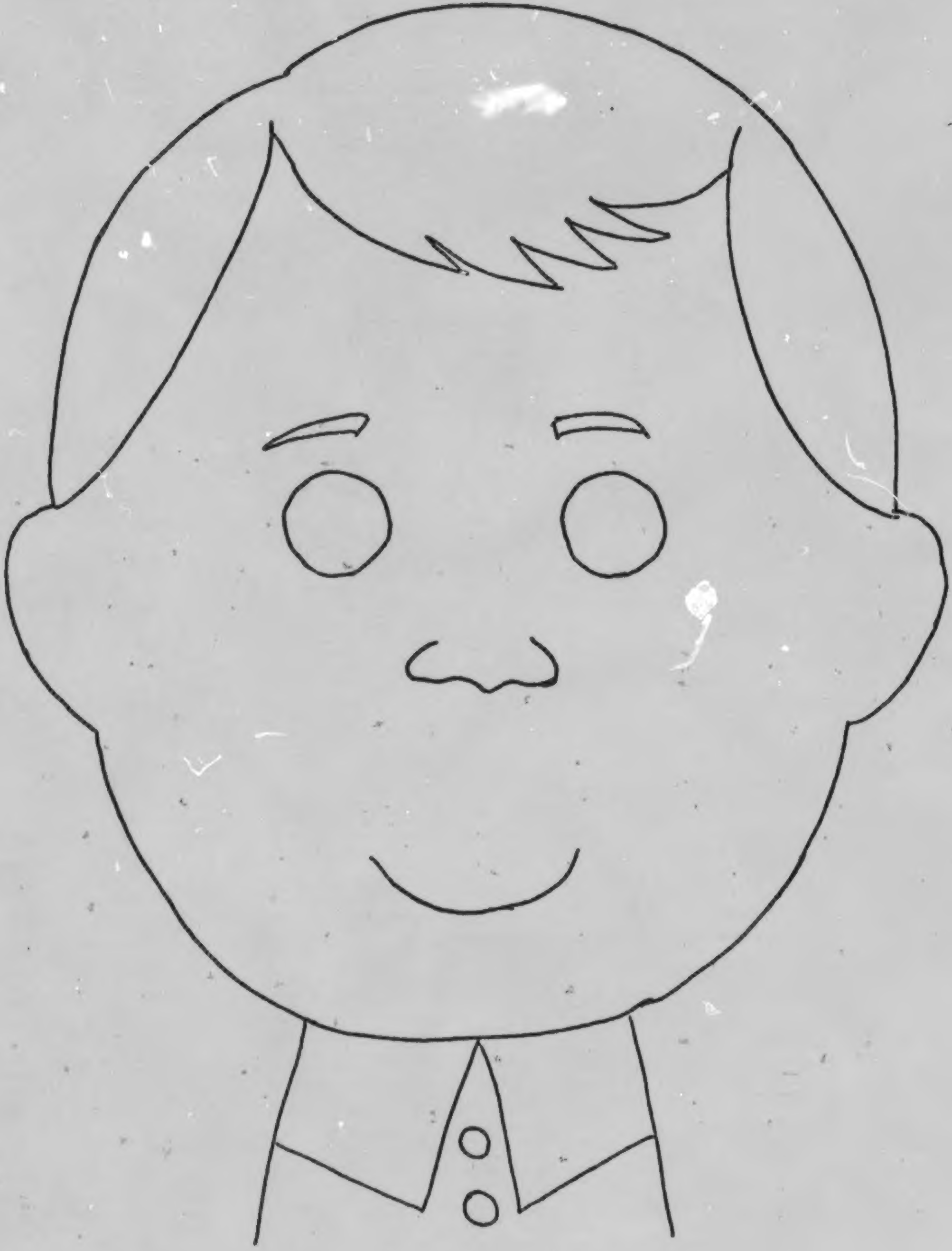
Today I ____________________

____

____

____





GETTING ACQUAINTED SONG

Tune "Frere Jacque"

Teacher - Where is Susan?
Child - I am Susan.
Teacher - Where is Joe?
Child - I am Joe.
Teacher - Where is Mary Jane?
Child - I am Mary Jane.
Teacher - How do you do?
Child - How do you do?

Bibliography

Children's Books

Title	Author	Publisher
What Do You Do, Dear?	Joslin	Warne
I Wish There Were Two of Me	Shimin	Warne
My Nursery School	Rockwell	Greenwillow

THE FAMILY

Preassessment:

Discussion of:

1. Have you heard the word "family"?
2. Who is in a family?
3. Do all families have a baby?
4. Name some of the things various family members do to help each other.
5. Ask what the children know about relatives such as cousins, aunts, uncles, etc.
6. Can a mother also be a sister, or father also be a brother?

General Unit Objectives:

1. Discuss the names and relationships of family members.
2. Tell what they can do as family members.
3. Give an indication of their understanding of extended families.
4. Name some roles that are played by a few specific members and some that are shared by several.

Activities:

1. The family book - have child make a book about:
   a. My house looks like--
   b. My family looks like--
   c. My pets look like--
   d. Bulletin board of family pictures (be sure to put at children's eye level).
   e. Grandparents.
   f. Sometimes other people live with my family.
2. Role playing:
   a. Child assumes role of other family members to show how they perceive that family member to be and act.
   b. Make dolls out of clothespins to represent family members.
   c. Play house as home - work and play roles.
   d. Fingerplays - Where is Family? and The Family.
   e. Washing the baby.
   f. Washing the dishes.
   g. Have children make a house out of a box or define a "home" area.
   h. Setting the table.
3. Family open house - have parents come to school.
4. Ask parents to send their child's favorite snack and have a tasting party.
5. Ask parents to write down the child's favorite recipe for a meal.

6. Have a family carry-in dinner for a special occasion.
7. Bi-lingual names of family members and foods.
8. Child plans family favorite activities for school.
9. How to share the family with a new sibling.
10. How we help the family at home:
    a. Pick up toys.
    b. Role playing - how each member helps at home.
    c. How child relates to siblings and parents.
    d. Here We Go 'Round the Mulberry Bush.
    e. Cooperation by members - all membership to make a salad for dinner - each take one step of the preparation.
11. Everyone has their own space
    a. Kids spread out so they don't touch.
    b. Kids have free movement in their own space.
        1) Have an area defined like a square.
        2) Bend down in the square.
        3) Walk around it - fast then slow.
        4) Stand up and stretch around the square.
        5) Sit in the middle.
        6) Spread arms and legs around the square.
        Have children draw a picture on the square piece of paper depicting their home and their home space.
12. Role call - respond orally.
    a. Oral interaction with sentences to say what they like to do or where they like to go with their family.
    b. Have available cut-outs of family members and pupils can select a cut-out and relate stories about it. Could use a flannel board - magazines.
13. Becoming aware of seasonal activities at home.
14. How the family works and shares together.
    a. Family puzzle - make a puzzle to show how members fit together as a puzzle and share together. Use magazines.
15. Using P.E.E.K. Kit - family scenes for discussion. (See Resources).
16. Understanding the importance of treating people in your family fairly.
17. Opposites
    a. Big and little
    b. Young and old
    c. Strong and weak
18. Environmental studies
    a. There are many jobs to do at home.
    b. Jobs are easier if we work together.
19. Learning activity - have children discuss jobs that must be done at home. Put a star by those the children do themselves. Will help with self help skills and self concept of of their importance.
20. Make a "work wheel" of specific jobs that the children can do. Spin wheel each day to see what job each child gets to do for that day.
21. People cut-outs. Becoming aware of family relationships. Posterboard (24" x 26") with holes for head and arms. Draw a member of your family incorporating the cut-outs for head and arms, paint your picture. After it dries, put the poster on

the person with their arms coming out the arm holes and the face in the face hole.

22. Magazine cut-outs - developing the ability to determine roles and interdependence of family members by making a family playhouse. Discuss expressions of pictures and emotions involved. Pupils find and cut out pictures of people to represent family members. Have them find pictures of times the members enjoy around the home. Have pupils find pictures of rooms to represent rooms in their houses and paste them in different sections of a large cardboard box. Paste one picture of each family member inside a different room within their family playhouse.
23. Language Arts Activity:
"Who Am I" - Have pictures of figures representing different family members in a box or bag. Have each child pick a figure out of box or bag and orally explain how the person feels, what he or she does, etc. Encourage child to speak in complete sentences.

Fingerplays

THIS IS THE FATHER

This is the father who brings us our bread;
(point to the middle finger)
This is the mother who puts us to bed;
(point to the pointer finger)
This is the brother who plays with his ball;
(point to ring finger)
This is the sister who plays with her doll;
(point to the thumb)
And this is the baby, the smallest of all.
(point to little finger)

MY FAMILY

Here is my pretty mother; (point to pointer finger)
Here is my father tall; (point to middle finger)
Her is my older brother; (point to ring finger)
That isn't all!
Here is my baby brother; (point to little finger)
As small as small can be;
Who is this person? (point to thumb)
Why, of course, it's ME! (touch each finger as you count)
Makes a very nice family!

SEE MY FAMILY

See my family! See them all! (hold up five fingers)
Some are short (hold up thumb)
And some are tall (hold up middle finger)
Let's shake hands, "How do you do?"
(clasp hands and shake)
See them bow. "How are you?" (bow fingers)
Father, (hold up middle finger)
Mother, (hold up pointer finger)
Sister, (hold up ring finger)
Brother, (hold up thumb)
And me, (hold up little finger)
All polite to one another.

THE FAMILY

This is the mother so kind and dear (thumb)
This is the father so full of cheer;
This is the brother so straight and tall;
This is the sister who plays with her doll;
And this is baby, the pet of all;
Behold the good family, great and small.

FINGER FAMILY GOOD MORNING

Good morning, mother finger;
What will you do today?
"I'll love you and care for you.
That's what I'll do today."

Good morning, father finger;
What will you do today?
"I'll work hard all day for you!
That's what I'll do today."

Good morning, brother finger;
What will you do today?
"I'll work and play and help all day.
That's what I'll do today."

Good morning, sister finger;
What will you do today?
"I'll help all day and work and play.
That's what I'll do today."

Good morning, brother finger;
What will you do today?
"I'll laugh and play and sleep all day.
That's what I'll do today."

GRANDMA'S GLASSES

Here are Grandma's glasses
Here is Grandma's cap
This is the way she folds her hands
And lays them in her lap.
Here are Grandma's glasses, etc.

ALL FOR BABY

Here is a ball for baby
Big and soft and round.
Here is baby's hammer
Oh, how he can pound!
Here is baby's music
Clapping, clapping so.
Here are baby's soldiers (fingers)
Standing in a row.
Here is baby's trumpet
Toot - too - toot - too - toot!
Here's the way that baby
Plays at Peek-a-Boo.

RESOURCES

1. Crossties - A basic discovery program in early childhood education, Teacher's Manual - The Economy Company, Oklahoma and Indianapolis.
   "What Fathers Do", "What Mothers Do"
2. Rhymes for Fingers and Flannelboard - Scott, Thompson.
3. P.E.E.K. Kit (Family scenes) p. 117-124
   Peabody Early Experiences Kit - American Guidance Services, Inc., Publishers' Building, Circle Pines, Minnesota 55014.
4. "Are You My Mother?" by P. D. Eastman, New York: Random House.
5. "Friday Night is Papa's Night" by Ruth Sonneborn. New York: Viking Press.
6. "Tell Me a Mitzi" by Lora Seagal. New York: Farrar, Straus & Co.
7. "Stevie" by John Steptoe. New York: Harper & Row.
   Black boys feels intrusion when another child comes to live with him.
8. "Me Day" (about divorce) by Joan Lexan. New York: The Dial Press.
9. "A Father Like That" (about divorce) by Charlotte Zolotow. New York: Harper & Row.
10. "Nobody Asked Me If I Wanted a Baby Sister" by Martha Alexander. New York: The Dial Press.
11. "Grandpa" by Barbara Borak. Harper, 1967.
12. Kindergarten Keys Teacher's Guidebook, The Economy Co., Oklahoma and Indianapolis.
13. Children's Books

Title	Author	Publisher
Nobody Listens to Andrew	Guilfoile	Follett
Apt. 3	Keats	Macmillan
Billy Brown the Baby Sitter	Kitt	Dunlay
Let Papa Sleep	Reed	Dunlap
What Do You Love?	Steiner	Knopf
Naomi in the Middle	Klein	Dial
Debbie and Her Family	Lenski	Walch
The Littlest One in the Family	Duncan	Dodd & Mead
The Growing Story	Kraus	Harper
Mommies Are For Loving	Penn	Putnam
Daddies (or Mommies) What They Do All Day	Puner	Lothrop
First Night Away From Home	Brown	Watts

BODY PARTS AND THEIR FUNCTION

Preassessment:

Discussion of:

1. Did you know that all the parts of your body have a special job to do for you?
2. Do you know what you use your mouth for?
3. In what ways do your ears help you?
4. Can you name some of the parts of your body and tell how you use them?

General Unit Objectives:

1. To make the children aware of their body and the way it works.
2. The child will learn proper ways to use his mouth.
3. The child will become aware of the difference between his eyes and someone elses, also about how the eye works and the safety involved in taking care of the child's eyesight.
4. The child will learn about his nose and appreciate its functions.
5. The child will learn about his ears and their function.
6. Learning the body parts in Spanish.
7. Children will become aware of their hands, arms, and fingers.
8. The children will learn how all of the body parts work together.

Activities:

1. Let the children observe themselves in a mirror.
    a. Let the children look at their teeth, tongue, and the different shapes they can make with their mouth. Some children will find they have fewer teeth than their peers. They will also discover that their mouths, teeth, and tongues are all different shapes and sizes.
    b. Pass out to each child different textures of food. Let the children watch themselves in the mirrors eating the different foods. Also, teach them the proper way to chew, keeping their mouths closed and not talking with food in their mouths. You can point out the safety in chewing each piece of food until it is well chewed, and how a person could choke if they were to talk with the food in their mouth.
2. Talk about the taste buds and what foods affect the different parts of the tongue, the taste buds. You may want to first obtain some drawings of the taste buds and their different sections and talk about them with the class. (Ref. 1). Try to plan snacks for the week around different food textures and tastes; salty, sweet, and sour.

Materials:

a. A wall of mirrors or one for each child.
b. Different textures of food.
    1) Taffy
    2) Peanut butter
    3) Jello
    4) Crackers
    5) Different liquids
    6) Fruits and Vegetables
c. Proper eating utensils, knife, fork, and spoon.
d. A diagram or poster on the tongue and teeth.
d. A diagram or poster of the taste buds and their parts.

3. Have the children observe a large picture, first with both eyes open, then by covering one eye at a time. Do this by alternating the right then the left eye. Each time, have the children tell what each of them sees in the picture. Can you (the child) tell any difference, maybe the position or clearness, with the left eye covered?
4. Use a blindfold and cover both eyes of the child. Next, have the children, one at a time so the others can observe and learn from watching, reach out for an object to pick up without being able to see but only to feel. You can use a different object for each child and let them tell what they think the object is. Some will be able to tell what it is, while others may not. This is to show the children how important their eyesight really is and stress the importance of good eye care. For example, those children who wear glasses should not feel funny wearing them because the glasses are for their benefit, to improve their eyesight.
5. To show the other children in the class what it is like to wear glasses, let each child put on a pair and look at themselves in the mirror. Ask what the room looks like to them in the glasses. You could take a field trip to an eye doctor's office or have the eye doctor come talk to the class about eye examinations, equipment, who some of us wear glasses, the importance of taking good care of our eyes, and far and near sightedness. Also, let them look through a magnifying glass and explain how this type of glass enlarges everything.
6. Discuss different eye colors and shapes. Play a game such as "Simon Says," wherein children with different eye colors do specific activities. For example, "Simon Says" those children who have brown eyes clap your hands. Also, have the children examine the eyes of a partner and then look at their own eyes and the color of them in the mirror, and look to see if they can see their own eyes.
7. Ask the children what happens when they get something in their eyes. Explain that tears help keep the eye protected by washing out most foreign objects that get into the eye and that their eye lashes act like a dust broom to try to keep foreign objects from getting into the eye.

Materials:
a. A large picture with a lot of action going on.
b. a 2"x3" paper square (two for each child) to cover eyes.
c. A blindfold and a variety of different objects for each child to find while blindfolded.
d. Talk to an eye doctor. Plan for him to visit the class or for the class to visit his office.
e. A pair of old glasses.
f. A magnifying glass with objects to look at.
g. Mirrors.
h. A chart or diagram of the eye.

8. Have the children smell two items, one sweet and one sour. This is to illustrate that one of the primary functions of the nose is to breathe. Have the children breathe through their noses while holding their hands over their mouths. Then have them hold their hands over both the nose and the mouth as long as they can. This will demonstrate how they would feel if they could not breathe through the nose or mouth opening.
9. Using a picture of the inside of the nose, explain how the hair inside helps keep the dust out. Ask the children what happens when they are around dust or pepper. Have them smell pepper to see how the hairs tickle and cause them to sneeze, thus protecting deep inside the nose.
10. Have the children hold their noses and try to smell a flower, or food item. They will not be able to. Then, find some items that do not smell even when the nose is not being held; for example, wax, some types of wood, a light bulb, or metal. This will prove to the children that not everything smells. This is one reason why the body functions that have been talked about so far all need to work together.

Materials:
a. Vinegar in a jar and a sweet-smelling flower, to demonstrate the nose's ability to smell pleasant and unpleasant things.
b. A chart or picture of the nose, which can be obtained at the library or from a doctor.
c. Black pepper in a plastic bag to stimulate sneezing.
d. Items that have smell to them and items that also don't have smell.

11. Stress the importance of good hearing by using a phonograph and record. After the record starts, turn it down so the children have to strain to hear it. Then turn it up too loud. Explain how noise that is too loud can damage the ears so that one cannot hear very well, such as when the phonograph was turned down low.
12. Explain to the children how people who cannot hear use sign language to talk to others. Teach them two or three letters or words in sign language.

Materials:
a. A phonograph and record - the record should have both talking and music, such as a story record--Winnie-the-Pooh, Cinderella, or Peter Pan.

  b. A book that teaches sign language with good illustrations. This type of book can be obtained at the library. One good resource book is titled "Talking to the Deaf."
  c. Mirrors, maybe several or one full length. This will permit the children to look at size, shape, and different parts of their ears.

13. Make a ditto up on the different parts of the head. Draw a head with a mouth, eyes, nose, and ears. Label the parts in Spanish, pointing to the specific part of the head. Let the children then tell you what the part is in English. Keep doing this exercise until they learn the parts.
Materials:
  a. The ditto with the parts in Spanish and English. You may want to have the Spanish words spelled out next to the word the way it sounds. For example: Nariz (na reese´) for nose. You can find the words in Spanish in a Spanish book.
14. Show the children pictures of the bones and muscles in the arm and hands. Have them feel their own arms and hands to find the muscles and bones.
15. Have the children lift a book and then a chair. Have them feel how they use their muscles, work with their joints, etc., lifting different weights.
16. Have them do the same exercise as above without using the fingers. This shows the importance of the arms, hands, and fingers working together.
17. Have the children tie a shoe or piece of cord and notice the movement of the wrists and fingers.
18. Have the children clap softly, loudly, and notice movement of the fingers, hands (palms), and arms.
19. Have them wave and notice wrist movement. Discuss air movement, possibly.
20. Teach them the finger play and poem:

THUMBKIN

Mr. Thumbkin Left and Mr. Thumbkin Right
    (hold up both thumbs)
Met each other on a Sunday night;
    (move thumbs together)
Mr. Thumbkin Left said, "How do you do?"
    (wiggle left thumb)
Mr. Thumbkin Right said, "Fine, and thank you!"
    (wiggle right thumb)
They began to yawn and to nod their heads,
    (move hands apart)
And they went back home to their cozy beds.
    (place hands behind back)

21. Have children listen to the poem below. Have them act it out as it is read.

WHAT HANDS CAN DO

Hands can lift
A box or chair;
Hands can sweep
The kitchen floor;
Hands can open the front door
Hands can cut
and paint and draw;
Hands can carry,
Clap and saw.
Hands can lead a
Rhythm band.
What can you do
With your hands?

22. Have children draw an outline of their hands. Cut it out and paste it on a contrasting colored piece of construction paper.
23. Some more poems and finger exercises:

FUN WITH HANDS

Roll, roll, roll your hands as slowly as can be;
Roll, roll, roll your hands;
Do it now with me.
Roll, roll, roll your hands as fast as fast can be;
Roll, roll, roll your hands;
Do it now with me.

(Continue this action rhyme by substituting:
Clap, clap, clap your hands.
Shake, shake, shake your hands.
Stamp, stamp, stamp your feet.

OPEN, SHUT THEM

Open, shut them; open, shut them;
Give them a clap.
Open, shut them; open, shut them;
Lay them in your lap.
Creep them, creep them slowly upward
To your rosy cheeks.
Open wide your shiny eyes
and through your fingers peep.
Open, shut them; open, shut them;
To your shoulders fly.
Let them, like the little birdies,
Flutter to the sky.
Falling, falling, slowly falling,
Nearly to the ground,
Quickly raising all your fingers,
Twirling them around.

Open, shut them; open, shut them;
Give them a clap.
Open, shut them; open, shut them;
Lay them in your lap.

TOUCH YOUR NOSE

Touch your nose,
Touch your chin;
That's the way this game begins.
Touch your eyes,
Touch your knees;
Now pretend you're going to sneeze. (finger under nose)

Touch your hair,
Touch one ear;
Touch your two red lips right here.
Touch your elbows
Where they bend;
That's the way this touch game ends.

Resources:

1. Jump to Learn, by Lida C. Colwell, San Diego, California, Pennant Educational Materials, 1975.
2. "Crossties - Summer," Oklahoma City, Oklahoma, Economy Company.
3. "Rhymes for Finger and Flannelboard," by Louise Binder and J. Thompson.

Evaluation:

Use a wand with a spongy star on the end. Have children sit in a circle. Touch an individual with the wand and ask him to stand, name the part touched, and tell its function. For example:
I run with my legs.
I kick with my feet.
I see with my eyes.
I wave with my hands.
I blink with my eyes.
Perform the following actions. Ask the children to imitate you and say: We are __________.

Name action being performed.

walking
running
jumping
sitting
skipping
standing
stretching
turning

marching
waving
clapping
tiptoeing
sliding
hopping
bending

24. Let the children feel their muscles through exercises and see posters of leg bones and muscles.
25. Participate in exercises:
    a. Heel, toe, heel, toe walking in straight line.
    b. Walk on tiptoes and feeling calves of legs tighten.
    c. Sit in chair and dangle legs - stretch legs.
    d. Lie on back with one foot in the air. While pointing toe, have child write his or her name (if possible) or draw pictures with the foot and write numbers from 1 to 10 (if possible).
26. Have children run, walk, hop, skip, jump, slide and gallop to certain musical numbers, perhaps with a story.
27. Have children take a large rubber ball and kick or dribble it with their feet to a certain point and back-kick with toe, heel, and either side of the foot.

    Materials:
    a. Posters or pictures from doctor's office or through crossties.
    b. Records with appropriate beats for running, galloping, hopping, skipping, and sliding.
    c. Record player.
    d. Large rubber ball.
    e. Chairs or benches for children to sit on while doing quiet exercises.

Resources:

Say It With Movement, by Linda Ellefson, D. O. K. Publishers.
Learning Basic Skills Through Music, Hap Palmer Record.
Preschool Activities for Younger Children, by Mary Jane and Harold LeCrone.
Physical Education and Health Education for Wyoming Elementary Schools, by John B. Woods.

28. Purchase a "Flannel Board/Human Body Parts" activity set. Show the children how the "Flannel Board" works. This exercise will give the children an ability to locate major parts of the body. With this activity set, you can also teach what clothing to wear during different seasons. Through this exercise, the children can gain a positive self image and more of an understanding of the parts of their own bodies and where they are located.
29. After they have learned the different parts of the body, play a game of identifying the body parts and finding them on their own bodies. Show the children a poster of the human body (a child's if possible). As you point to a certain body part, have the children point to their own and tell out loud what part they are pointing to.
30. Use "Wipe-Off Cards - ASSOCIATIONS" to teach the children to match parts of the body with other parts of the body or the kinds of clothes you would find on a certain part of the body. For example, one card has a sock and the child is supposed to figure out what matches the sock. They can choose from a hand, an arm, a head, or foot. Another card has a picture of a boy's head to match with a pair of mittens, a hat, a sweater, or pants. Of course, the match is a hat. However, you could make up your own exercises on a ditto instead. For example, hands go with mittens, shoes go with socks, sweater or coat with the top half of the body, or pants with the lower half of the body.

31. Stress that the children need to learn their right from left, For example, show them how to copy or trace their left and right hand. Explain that when they learn the right hand from the left hand, that this also pertains to other parts of the body. For example: you could explain that the left eye, ear, leg and foot parts together make up the left side of their body.
32. Let the children play "Simon Says." You might say, "Simon Says" touch your foot, your eye, or your hand. Then make it a little harder after they have learned the main parts of the body and their right and left. Play "Simon Says" again, only this time say to the children, "Simon Says" touch your LEFT foot, eye, or hand.
33. Play records that teach the children to locate body parts and also stress listening. Some records that could be used are "Learn Basic Skills Through Music" and "Getting to Know Myself." Let the children perform the actions that are sung.
34. Purchase or build your own balance beam. Teach the children to walk along the beam, one foot in front of the other, trying to keep their balance and not fall off the beam. For some variation, you could have the children try walking backwards. This exercise will also help develop coordination. You might even let the children play "follow the leader", too.
35. Let the children walk on different shapes of string. Maybe, you could put the string in a circle or the design of an alphabet letter or a number. After they have all walked, one foot in front of the other, let them carry various objects in their hands or on their heads. Let the child carry a book in his hand or on his head on a string shaped like the letter S.
36. Play the record "Getting to Know Myself," or the song "Circle Game." This song has the children either hop, go backwards, or jump forward, according to what the song says. They do this on or with a circle about 2-3 feet in diameter.
37. Develop different simple exercises. Try jumping jacks, sit-ups, touching toes, etc. Show the body parts they use doing each exercise. You might want to get diagrams of how each exercise should be done.
38. Talk about how certain animals look when they walk or move. Demonstrate how some of the animals may move, such as a duck, frog, kangaroo, monkey, snail, snake, seal, elephant, etc. Then let the children move like these animals. Make it a game, like "Simon Says" walk like a duck.
39. Make a game up like Activity 38, only show and talk to the children about different objects, such as flowers, logs, balls, chairs, tables, tires, or trees. Then have each child act out being one of the objects mentioned.
40. Draw or make a Hopscotch. Teach the boys as well as the girls to play. This will help the children develop balance, coordination, and gracefulness.
41. Set up an obstacle course for the children to go through. It could consist of a small step ladder, large stepping blocks, a slide, a tunnel, jump ropes, held at ground level. Time each child to see how long it takes the average one to complete the course. See if they can all improve on their time.

42. Play outside games like tug-of-war, 3-legged races, or gunny sack races.
43. Play records and let the children on their own act out the record. Two good records for this purpose would be LeCrone Rhythm Records. One is "Physical Fitness for Preschool Children," and the other is "Preschool Activities for Young Children." The teacher may want to act out the activities with the children or sit back and observe each child's balance, coordination, creativity, and listening abilities.
44. For a bilingual exercise in this field, make a ditto of the body with labels in English and in the children's dominant language. Practice saying each part with the children. Then give each child his own sheet and have him match the words as you say them with the body part. They could also draw the part as the teacher says them in the Spanish or other language. Children could also stand up and point to the parts of the body as the teacher says them in Spanish and English.
    Materials:
    a. A "Flannel Board Human Body Parts," by Milton Bradley.
    b. "Wipe-Off Cards, ASSOCIATIONS," by Trand Enterprises.
    c. "Preschool Games and Activities," by Sandra Zeitlin Taetzsch.
    d. "Learning Basic Skills Through Music," and "Getting to Know Myself," by Hap Palmer Records.
    e. A balance beam.
    f. Different lengths and sizes of string.
    g. Items to carry or balance.
    h. Pictures of the way animals walk.
    i. Equipment for an obstacle course.
    j. "Rhythm Record," and "Physical Fitness for Preschool Children," by LeCrone Rhythm Record Company.
    k. A Spanish book to tell the names of the different parts of the body.
45. Children's Books:

Title	Author	Publisher
Slim Goodbody	Burstein	McGraw-Hill
The How & Why Wonder Book of the Human Body	Keen	Grosset
The True Book of Your Body and You	Hinshaw	Children's Press

DENTAL HEALTH

Preassessment:

Discussion of:
1. What are the things we will see at the dentist's office?
2. Why do we need to have the dentist check our teeth?
3. What are some things we can do to make our teeth healthy?
4. What is the proper way to brush your teeth?

General Unit Objectives:

1. Introduction of the children to the dentist to learn what the dentist does.
2. Children will become aware of things in a dentist's office and know what to expect - thus not be fearful of the experience.
3. Children will be able to discuss how nutrition helps our teeth grow and be healthy.
4. Children will become acquainted with the dentist as a person who is interested in their welfare.
5. Children will learn and be able to demonstrate the proper way of cleaning their teeth and how often they need to be cleaned.

Activities:

1. Visit a dentist office - sit in his chair, see the equipment in his office.
2. Have a dentist visit the school and talk to the children. Have a question and answer session.
3. Read A Visit to the Dentist to the children.
4. Show the proper way to brush teeth with a model tooth or teeth.
5. Teach the children the song "Dental Song."

   White teeth, white teeth, see them gleam.
   When we keep them nice and clean.
   We will brush them everyday.
   That will keep them from decay.
   White teeth, white teeth, see them gleam.
   When we keep them nice and clean.

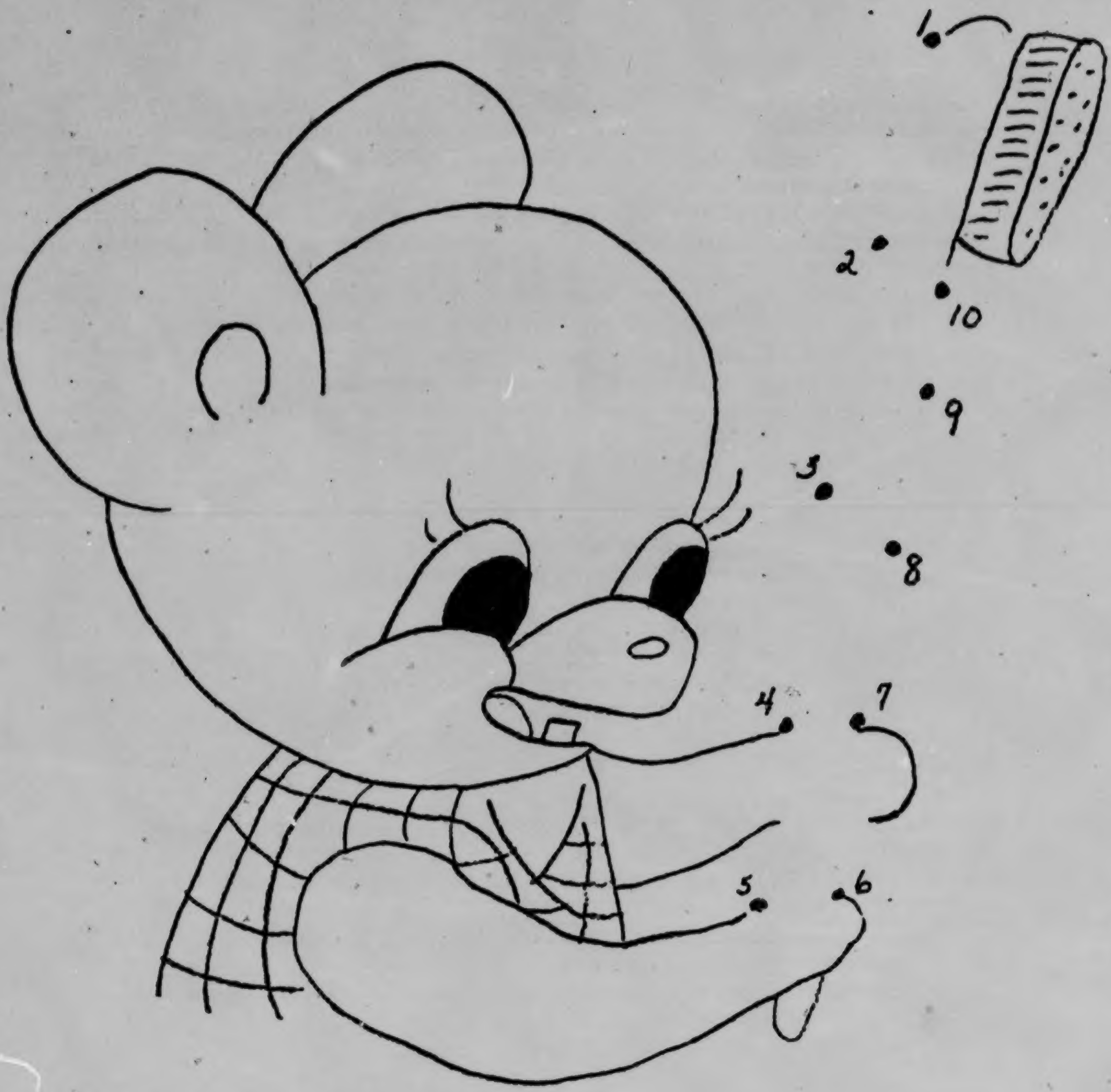
6. Read "Charlie and the Alligator."
7. Give each child a toothbrush and toothpaste to take home.
8. Set up a brushing chart. Give a star or other symbol for each time the child brushes his teeth. You can also send a chart to be kept at home with the parents.
9. Have each child draw a picture of a smile showing good, healthy teeth.
10. Song: Sing-Song Chant.

SING-SONG CHANT

Brush your teeth the way they grow.
Brush your teeth the way they grow.
Down from the top and up from below.
This is what you need to know.
Brush your teeth the way they grow.
Inside and out and on the top.
Brush them clean before you stop.

11. The children will sing and act out "The Brushing Song" sung to the tune of "Mulberry Bush": This is the way we brush our teeth, etc.
12. Have the children make their own toothpaste.
    2 parts baking soda
    1 part salt
    add 1 drop flavoring (vanilla, peppermint, etc.)
13. Have the children demonstrate how they brush their teeth after snacks.
14. Teach the care of the toothbrush:
    a. Rinse with warm water
    b. Tap on sink to remove excess water
    c. Store toothbrush in a clean, dry place
    d. Have the bristle head up
15. Cut out a picture of a tooth. Have the children paste it to a badge saying: Don't Forget to Brush Me Today! Then send it home.
16. Give a dot-to-dot picture to children showing a Teddy Bear with a new toothbrush (see insert).
17. Give the children four pictures each of candy, fruit, and vegetables. Have them choose the things that would cause the most cavities. You can also do this with liquids such as soda pop, milk, and water.
18. Use a comb to show how hard sugar substances are to remove from teeth. Coat the comb with syrup and try to brush it off.
19. Serve a snack of foods that clean the teeth. This could be: apples, celery, carrots, etc.
20. Use the comb test again to show how easily vegetables are fruits are brushed off.
21. Send home a chart of foods good for the teeth.

Insert for #13



Teddybear's Story

Teddy has a new tooth. He wants to take care of it. His animal friends say:

"Brush your teeth -
Don't eat sweets -
Visit the dentist -
Drink milk, and
Eat good foods!"

Dental Health in Education
Colorado Dept. of Health

22. Show pictures of children biting hard objects, opening bobby pins, chewing pencils, ice, or hard candy. Also cracking nuts, bumping drinking fountains, falling on the playground equipment, and being careless in sports.
23. Send home booklet of Nursery Rhymes on Tooth Care.
24. Show poster of an adult with child's teeth and a child with adult teeth.
25. Discuss why we need to lose our teeth.
26. Keep a record on a chart of children who have lost their teeth.
27. Draw on the chart pictures of teeth and put the child's name on a tooth on the chart when they lose one at school.
28. Sing a song--(Insert the name of the child who has lost a tooth).

MARY'S TOOTH

Mary's tooth was loose today,
It wiggled in her mouth.
She gave the tooth a tiny pull,
Then the tooth came out.
"Take it home," the children said,
"And show your family,
Then 'neath your pillow hide it well
Where no one can see."

Post Assessment:

1. Children will talk about the proper foods to help them have healthy teeth.
2. Each child will be able to demonstrate the proper way to brush their teeth.
3. Children will be able to explain why we all need to go to the dentist for regular checkups.
4. Children will be able to talk about what a dentist does and talk about what is in the dentist's office.

RESOURCES

A Visit to the Dentist
Dr. Bernard J. Garn
Wonder Books

Dental Song
Charlie and the Alligator
Colorado Department of Health
Public Health Dentistry

Sing-Song Chant
The Brushing Song
Creative Curriculum
Ellen S. Marbach
From: "Your Children's Teeth"
Theodore Berland and Alfred Seytor

About Jack's Dental Check-up
Ruth Jubelier

Dental Health in Education
Colorado Department of Health

Audio Visual Materials
Available from Carbon County Instructional Materials Center
Film Strips:
Good Dental Health is Up to You
Strong Teeth
Let's Visit the Dentist

Children's Books

Title	Author	Publisher
Healthy is Happy	Chapin	Whitman
Dentists' Tools	Lapp	Medical Books for Children
Doctors' Tools	Lerner	Medical Books for Children
Billy-Forget-Me-Not	Tanner	Follett

FOODS

Preassessment:

Discussion of:

1. The children will be asked about foods they like to eat?
2. What are some of the foods that you think are not good for you?
3. Do you like to eat meat? What are some of the kinds of meat that you eat?
4. Are fruits and vegetables good for you?
5. Do you know what the basic four foods are?

General Unit Objectives:

1. Children will be introduced to the basic four and helped to become aware of nutrition.
2. Children will become familiar with dairy products.
3. Children will learn to recognize and know the value of meat products.
4. Children will become acquainted with fruits and vegetables.

Activities:

1. Using one-fourth of a bulletin board, display pictures of dairy products.
2. Have children cut out magazine pictures of dairy porducts to display on the bulletin board.
3. Use Peabody picture cards and have children identify for roll call.
4. Make butter using whipping cream. Place in baby food jars and shake vigorously. Work out the water and add salt.
5. Provide snacks of various dairy products.
6. Have a tasting party of various dairy products.
7. Make ice cream.
8. Introduce bi-lingual vocabulary.
9. Make clown faces using ice cream and cones. Decorate with raisins, cherries, nuts, etc.
10. Using another one-fourth of the bulletin board, display pictures of various types of meat.
11. During roll call, discuss meat and where it comes from using pictures and ream meat. Talk about how it looks before and after cooking.
12. For a snack, have a kabob made with pieces of cheese and hot dogs to review dairy products and stress meats.
13. Make pretend sandwiches using different colored construction paper and staple together.
14. Discuss shapes of meats. Example: meat balls - circle; meat loaf - rectangle; lunch meat - square or circle.

15. Make peanut butter in a blender.
16. Display in another section of the bulletin board fruits and vegetables.
17. Introduce by comparing Peabody fruits and vegetables to the real ones.
18. Use a feely bag to identify fruits and vegetables through the sense of touch.
19. Have a tasting party and discuss shapes, textures, smells, and colors.
20. Make stuffed fruit: Make shapes of fruit on construction paper and have children cut out two of each. Staple part of the fruit and stuff with torn pieces of newspaper and finish stapling. Display on bulletin board or use as a hanging mobile.
21. Discuss how fruits and vegetables grow. Above or below the ground, on trees, etc.
22. Make a lettuce salad for lunch using lettuce, tomatoes, cucumber, or any available vegetables. Talk about shapes and colors.
23. Save and compare seeds from various fruits.
24. Grow bean sprouts. Put bean sprouts on wet paper towel and place on a screen. (Will grow within hours).
25. Make applesauce.
26. On last one-fourth of the bulletin board, display pictures of breads and cereals.
27. Bake bread, discussing the ingredients and how they are necessary in our diet.
28. Make waffle cookies.
29. Make curros.
30. Play with puffed wheat or rice in a sand-water table.
31. Make a collage of colored rice.
32. Make sugar cookies and cut out different shapes.
33. Have children make sandwiches for lunch. Can use cookie cutters to cut bread in different shapes.
34. Have cereal taste for snack -- let children pick what cereal they like.
35. Check community resources to demonstrate grinding of wheat into flour.
36. Make pancakes.

Post Assessment:

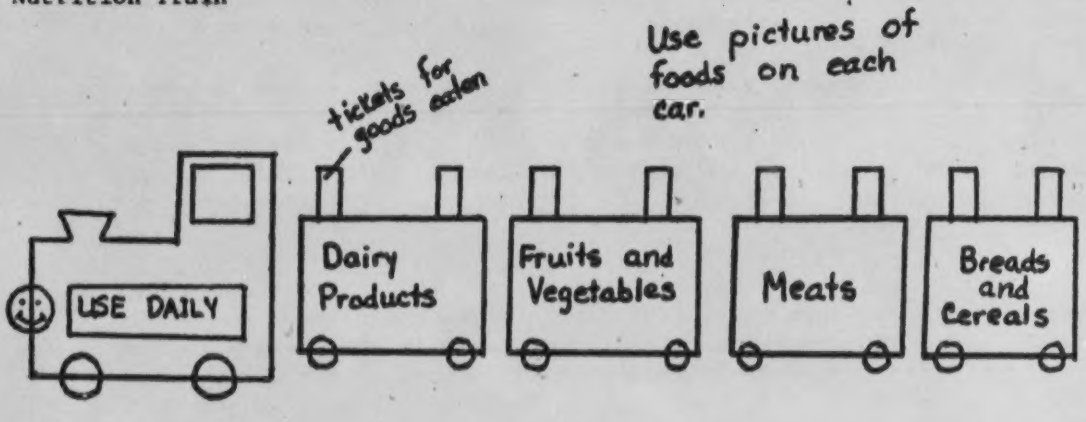
1. Take children on a field trip to a grocery store and discuss all the foods.
2. Display posters in the room. Nutrition literature is available through: Dairy Council fo Wyoming
   P. O. Box 1473
   Casper, Wyoming 82601
3. Set up a store, using empty containers.
4. Make a nutrition home project. See illustration.

Waffle Chocolate Cookies

1 cup sugar	2 eggs
1½ cups flour	½ cup cocoa
1 tsp. vanilla	½ cup shortening
½ cup milk	1 tsp. baking powder
½ tsp. salt	nuts (optional)

Mix together all ingredients. Bake 2 or 3 minutes on hot waffle iron using about 1 teaspoon batter to each cookie. Yields 4 dozen.

Nutrition Train


tickets for goods eaten
USE DAILY
Dairy Products
Fruits and Vegetables
Meats
Breads and Cereals

Use pictures of foods on each car.

1 for the muscles (milk and cheese)
2 for the glow (fruit and vegetables)
3 to make ready (breads and cereals)
And 4 to grow.

Peanut Butter Cookies

1 cup sugar
1 cup peanut butter
2 cups flour
1 egg
Bake at 350° for 10 minutes.

Curros (originally from Spain)

Refrigerated biscuit dough
sugar and cinnamon

1. Roll individual dough and cut into four parts. Twist.
2. Fry in hot oil, until golden brown. Place on absorbent towel and drain.
3. Dip in sugar and cinnamon mixture. Serve hot with milk or hot chocolate.

THE LITTLE RED HOUSE WITH NO DOORS AND NO WINDOWS

There was once upon a time, a little boy who was tired of all his toys, books, and play. "What shall I do?" he asked his mother. And his mother, who always knew beautiful things for little boys and girls to do, said, "You shall go on a journey and find a little red house with no doors and no windows and with a star inside."

Then the little boy's eyes grew big with wonder. "Which way shall I go to find a little red house with no doors or windows but with a star inside?" "Down the lane and past the farmer's house and over the hill," said his mother. "Come back as soon as you can and tell me all about your journey." So the little boy put on his jacket and started out.

He had not walked very far down the lane when he came to a merry little girl dancing along in the sunshine. Her cheeks were like pink blossom petals. "Do you know where I shall find a little red house with no doors and no windows and with a star inside?" the little boy asked her. The little girl laughed. "Ask my father, the farmer," she said. "Perhaps he knows."

So the little boy went on until he came to the great brown barn where the farmer kept barrels of fat potatoes and baskets of yellow squash and golden pumpkins. The farmer stood in the doorway looking over the green pastures and yellow grain fields. "Do you know where I shall find a little red house with no doors and no windows and with a star inside?" asked the little boy of the farmer. The farmer laughed, too. "I've lived a great many years and I never saw one," he chuckled. "But ask Granny who lives at the foot of the hill. She knows how to make molasses candy and popcorn balls and red mittens. Perhaps she can direct you."

So the little boy went on farther still, until he came to Granny sitting in her pretty garden. She was as wrinkled as a walnut and as smiling as the sunshine. "Please, dear Granny," said the little boy, "where shall I find a little red house with no doors and no windows and a star inside?" Granny was knitting a red mitten; and when she heard the little boy's question, she laughed so cheerfully that the wool ball rolled out of her lap and down the path.

"I should like to find that little house myself," she chuckled. "It would be warm when the frosty nights come and the starlight would be prettier than a candle. But ask the wind who blows about so much and listens at all the chimneys. Perhaps the wind can direct you."

So the little boy took off his cap politely to the Granny and went on up the hill rather sadly. He wondered if his mother who knew almost everything had made a mistake. The wind was coming down the hill as the little boy climbed up. As they met, the wind turned about and went along, singing, beside the little boy. It whistled in his ear and pushed him and dropped a pretty leaf in his hands.

"Oh, wind," asked the little boy after they had gone along together quite a way, "can you help me find a little red house with no doors and no windows and with a star inside?"

The wind cannot speak in our words, but it went singing ahead of the little boy until it came to an orchard. There it climbed up in an apple tree and shook the branches. When the little boy caught up with it, there at his feet lay a great rosy apple.

The little boy picked up the apple. It was as much as his two hands could hold. It was as red as the sun had been able to paint it, and the thick brown stem stood up as straight as a chimney. But it had no doors and no windows. Was there a star inside?

"I wonder," thought the little boy. He took his jack-knife from his pocket and cut the apple through the center. Oh, how wonderful! There inside the apple lay a star holding brown seeds.

The little boy ran home to his mother and gave her the apple.

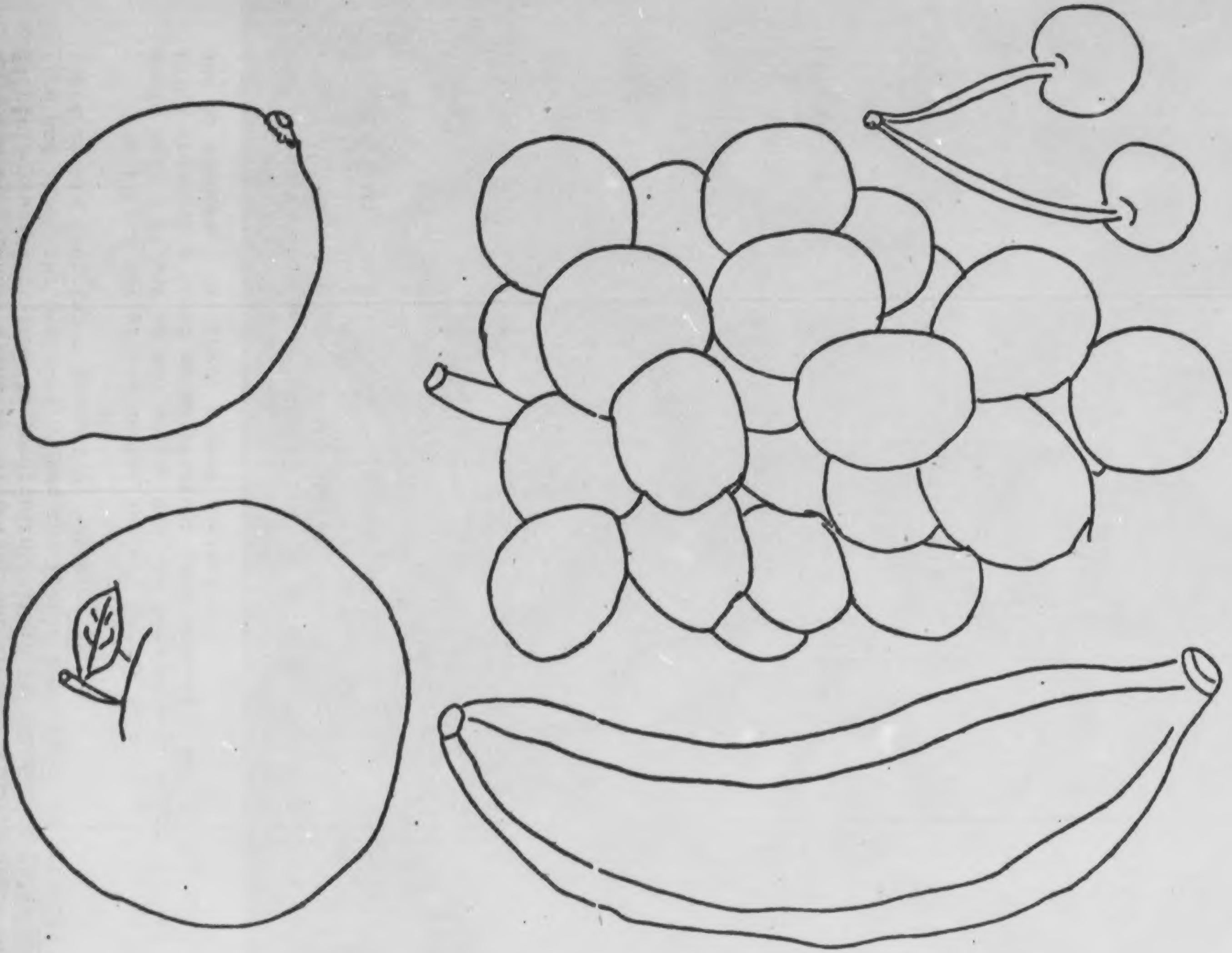
"It is too wonderful to eat an apple without looking at the star, isn't it?" he asked. "Yes indeed," said his mother".

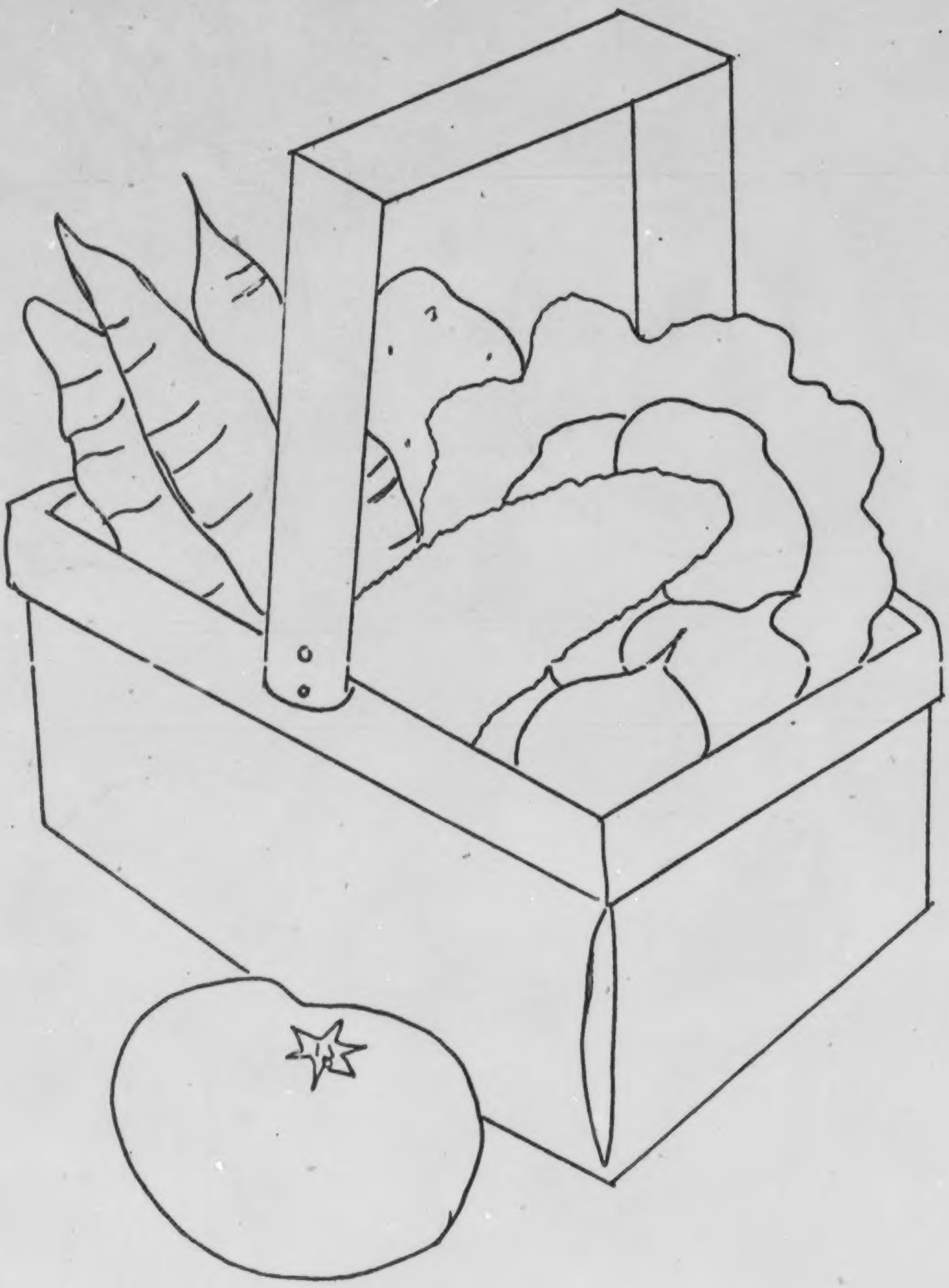
(Use a real apple for cutting to find a star.)

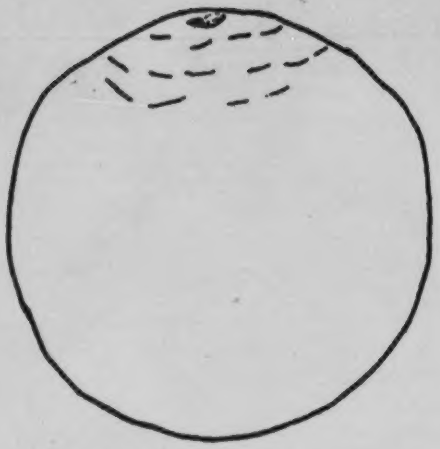
Resources

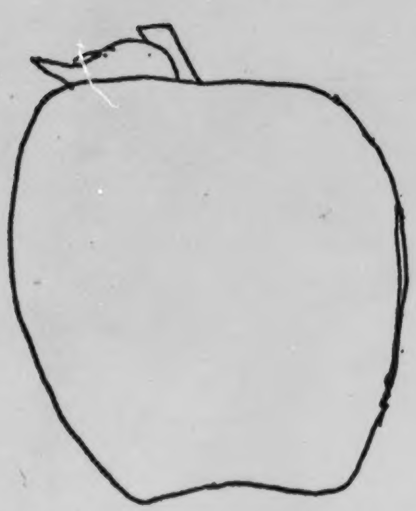
Children's Books

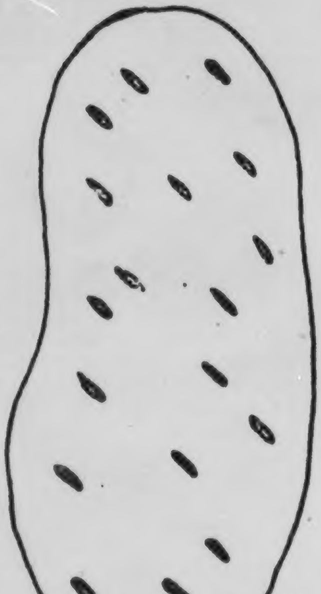
Title	Author	Publisher
Time to Eat	Dentler	
The Book of Food	Pease	Nelson
About Food and Where It Comes From	Shannon	Melmont
How to Make Elephant Bread	Mandry	Pantheon

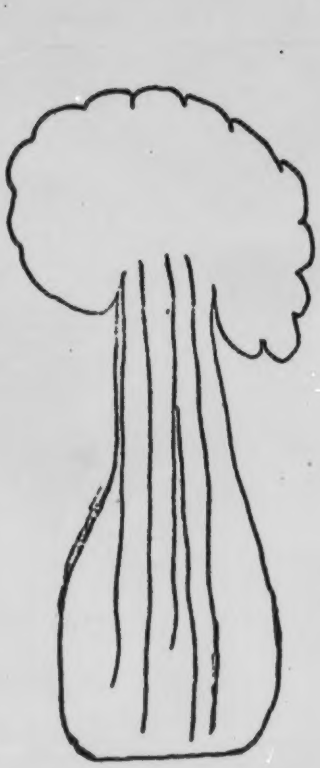


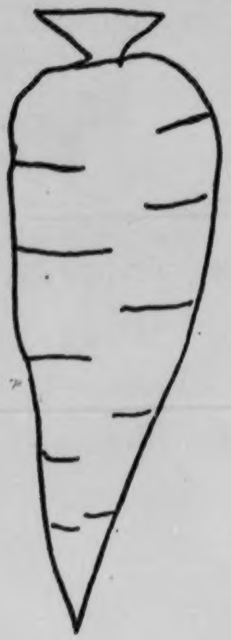


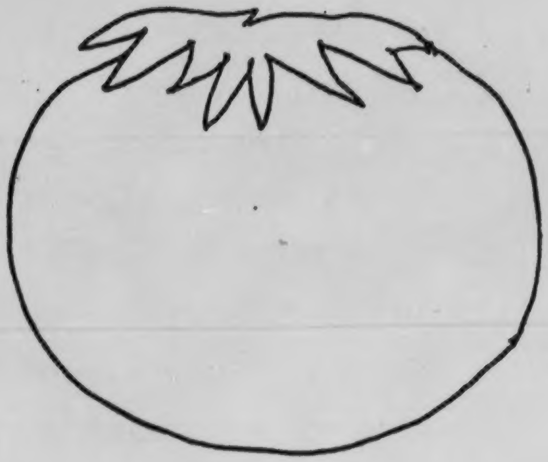


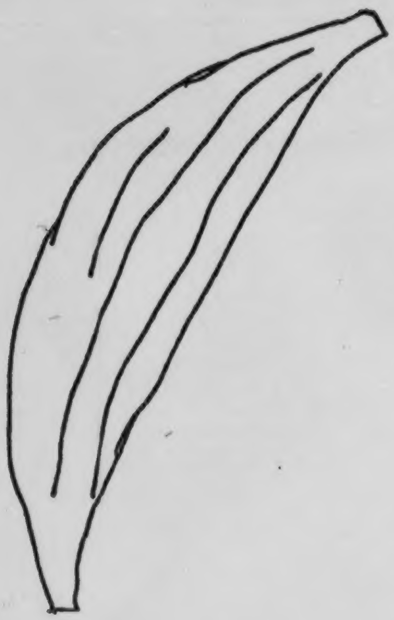


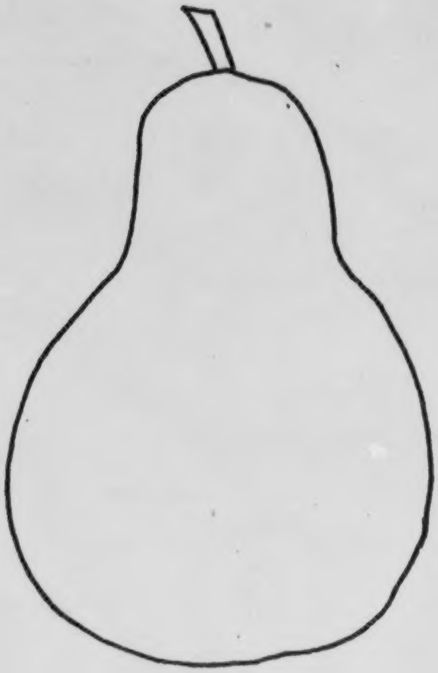












¿Qué Colores Veo?

¡Veo, veo, veo!
¿Qué colores veo?
Ciruelas moradas, (point to thumb)
Tomates rojos, (point to first finger)
Maíz amarillo, (point to second finger)
Patatas cafés, (point to third finger)
Lechuga verde, (point to fourth finger)
¡Ay que deliciosos!
Todos los colores
Que aprendo al comer

What Colors Do I See?

See, see, see!
What colors do I see?
(use same actions as for the Spanish version)
Purple plums,
Red tomatoes,
Yellow corn,
Brown potatoes,
Green lettuce,
Yum, yum, yum, good!
I learn so many colors
When I eat my food!

ABOUT ME

*Orientation
*The Family
*Body Parts
*Dental Health
*Foods

Las Actividades de Sesame Street. Children's Television Workshop, New York: 1976. Vendor: Children's Television Workshop, One Lincoln Plaza, New York, NY 10022 (212) 595-3456.

Preschool. Spanish. 1 Book, Softbound.

Body parts, colors, numbers, shapes, and recognition of the alphabet are some of the units included in this Spanish text.

All Kinds of Families. Norma Simon. Albert Whitman and Company, Chicago: 1976. Vendor: Gordon's Books, Inc., 4280 Columbine Street, Denver, CO 80216 (303) 572-7761.

Preschool. English. 1 Book, Hardbound.

Norma Simon explores the concept of family from traditional (i. e., mother, father, and children together) and nontraditional vantage points.

Aprendizaje de Conocimientos Basicos A Traves de la Musica. Hap Palmer Educational Activities, Inc., 1972, 1937 Grand Avenue, New York, NY 11510.

Preschool. Spanish/English. 1 Record - 33 1/3 RPM.

This record teaches the following concepts: colors, parts of the body, animals, large muscle development, alphabet, clothing and others.

El Árbol Que No Tenía Hojas. Alonzo Fernando. Santillana: Madrid: 1975. Vendor: Santillana Publishing Company, 1211 Front Street, Norwalk, CA 90650 (213) 868-7793.

Preschool. Spanish. 1 Book, Hardbound.

This book teaches self-concept.

Are You My Mother? ¿Eres Tu Mi Mama? P. D. Eastman. Beginner Books, 1960. Vendor: The Bilingual Publications Company, 1966 Broadway, New York, NY 10023 (203) 873-2067.

Preschool. English/Spanish. 1 Book, Hardbound.

This is a story about a family.

Bilingual Early Childhood Program - Level One. Southwest Educational Development Laboratory, P. O. Box 1003, Austin, TX 78767 (512) 385-7084.

Preschool. Spanish/English. 2 Boxes.

This program is a complete instructional program designed to be used with preschool children. The instructional component consists of twenty-five units of instruction in Spanish and English, including: Orientation to School, Body Awareness, Clothing, Food, Family, Home, Furniture and Appliances, Animals, Vehicles, Musical Instruments, Toys, Community Helpers, Buildings, Self-Awareness, Natural Environment, and Community Environment.

Bilingual Early Childhood Program - Level Two. Southwest Educational Development Laboratory, P. O. Box 1003, Austin, TX 78767 (512) 385-7084.

Preschool. Spanish/English. 2 Boxes.

The instructional component in Level Two is designed to expand and further develop the concepts and skills acquired in Level One.

Bilingual Early Childhood Program - Level Three. Southwest Educational Development Laboratory, P. O. Box 1003, Austin, TX 78767 (512) 385-7084.

Preschool. Spanish/English. 1 Box.

The instructional component of Level Three is designed to further develop the skills and concepts acquired in Levels One and Two.

Body Concept Spirit Masters - I. Developmental Learning Materials, Inc., Chicago: n.d. Vendor: Developmental Learning Materials, Inc., 3505 North Ashland Avenue, Chicago, IL 60657 (312) 647-7800.

Preschool. 10 Spirit Masters.

This set of ten spirit masters depicts a clothed boy and girl with various frontal views, each showing a different missing body part. The child is to determine which body part is missing.

Body Concepts Spirit Masters - II. Developmental Learning Materials, Inc., Chicago: n.d. Vendor: Developmental Learning Materials, Inc., 3505 North Ashland Avenue, Chicago, IL 60657 (312) 647-7800.

Preschool. 10 Spirit Masters.

This set of ten spirit masters depicts a clothed boy and girl in various rear and side views with each drawing showing a different missing body part. The child is to determine which part is missing.

¡Buen Apetito!: Cociendo Y Comiendo Juntos = Cooking and Eating Together. Robin Affirme and Aida Rodriguez, comps. Tulare County Department of Education, Visalia, California: n.d. Vendor: Child Care Educational Program, Tulare County Department of Education, 809 West Main, Visalia, CA 93275 (209) 733-5525.

Preschool. Spanish/English. 1 Book, Spiralbound.

The cultural foods of the Chicano community in California were shared by parents and staff to compile this book which includes recipes, nutrition information, and table settings.

The Chicano Child (part of series: "...With Pride to Progress, the Minority Child"). Nathaniel Archuleta. New York: 1976. Vendor: Parents' Magazine Films, Inc., 52 Vanderbilt Avenue, New York, NY 10017 (212) 661-9080.

Preschool and Staff. English. 5 Filmstrips, 5 Audio Script Booklets, 3 Audiocassettes.

Contents include: 1. A Chance for Our Children; 2. La Familia; 3. The Responsibilities of Parenthood; 4. Learning with the Family; and 5. From Home to School.

The Chicano Heritage Coloring Book. Child Development Division, Home Education Livelihood, 933 San Pedro, S. F., Albuquerque, NM 87108 (505) 265-7951.

Preschool. Spanish/English. 1 Book, Softbound.

Major themes of the Spanish-speaking culture in New Mexico, Old and Modern; The Chicano as a Mestizo; Influences of Chicano Heritage; The Family and the Role it Plays; The Arts and Music of Everyday Life; The Chicano Philosophy of Life; and The Farmworker of the Southwest.

Curriculum Guide for Three- and Four-Year-Olds. Bilingual/Bicultural Education Program, Los Nietos School District, P. O. Box 2006, Los Nietos, CA 90610 (213) 692-0271.

Preschool. English. 1 Book, Softbound.

The program for three- and four-year-olds provides skill development in listening, oral language, playing, biculturalism, self-concept, and "modeling" learning activities.

Dientes. Peter Usborne and Su Swallow, comp. Barcelona, Spain: Editorial Molino, 1973. Vendor: The Pan American Book Company, 4362 Melrose Avenue, Los Angeles, CA 90029 (213) 665-8000.

Preschool. Spanish. 1 Book, Hardbound (series).

This book is part of a set of encyclopedias for the very young child, and explores the concept of teeth.

Early Childhood Education: Pre-kindergarten - Program Guide for Teachers. Los Angeles City Unified School District, 450 North Grand Avenue, Los Angeles, CA 90012 (213) 687-4476.

Preschool. Spanish/English. 1 Book, Hardbound.

The major purpose of the pre-kindergarten program described in this guide is to provide learning experiences for children just entering school. Food and nutrition concepts are integrated into the cognitive development skills.

Español Como Segundo Idioma: Teacher's Guide - Level I. Richmond Babel Productions, 1414 Walnut Street, Berkeley, CA 94709 (415) 644-6151. 1971.

Preschool. Spanish/English. 1 Book, Softbound.

Concepts include: colors, numbers, geometric shapes, body parts, weather, family, animals, foods, and days of the week.

La Fiesta de Aprender. Lucille Strachen and George Dobrin. Educational Activities, New York: 1974. Vendor: The Children's Book and Music Center, 5373 West Pico Blvd., Los Angeles, CA 90019 (213) 937-1825.

Preschool. Spanish. 1 Phonodisc-33 1/3 RPM.

Contents include: songs about self-concept, names, and family.

Focus on Self-Development: Stage One - Awareness. Science Research Associates, Inc., Chicago: SRA, 1970. Vendor: Science Research Associates, 259 East Erie Street, Chicago, IL 60611.

Preschool. Spanish/English. 20 Posters, 1 Workbook, 1 Guide, 5 Filmstrips, 7 Audiocassettes-Spanish, and 7 Audiocassettes-English.

Contents include: attributes of self, family relationships, understanding others (not in family), feelings, sensory perception of the environment, problem solving and decision making, and sharing.

Friday Night is Papa Night. Ruth A. Sonneborn. The Viking Press, New York: 1970. Vendor: The Children's Book and Music Center, 5373 West Pico Blvd., Los Angeles, CA 90019 (213) 937-1825.

Preschool. English. 1 Book, Hardbound.

This book explores the concept of family.

A Guide for Teachers Working with the Non-English Speaking Child Enrolled in Early Childhood Education Centers. Office of Federal Projects, Denver Public Schools, 2320 West 4th Avenue, Denver, CO 80223 (303) 266-2255.

Preschool. English. 1 Book, Softbound.

The guide contains activities for developing the child's positive self-concept and his intellectual skills.

Herman the Helper. Robert Kraus. Windmill Books, New York: 1974. Vendor: The Children's Book and Music Center, 5373 West Pico Blvd., Los Angeles, CA 90019 (213) 937-1325.

Preschool. English. 1 Book, Hardbound (parallel Volume).

This story tells about helping your family.

History of La Raza Coloring Book. Michigan Department of Education, P. O. Box 420, Lansing, MI (517) 373-3324. 1974.

Preschool. Spanish/English. 1 Book, Softbound.

This coloring book is designed to provide cultural enrichment and enlightenment to La Raza children and can be used to develop the child's self-concept.

Health at Home = Salud en la Casa. Robin Affirme and Aida Rodriguez. Child Care Educational Program, Tulare County Department of Education, Visalia, California: n.d. Vendor: Child Care Educational Program, Tulare County Department of Education, 809 West Main, Visalia, CA 93277.

Preschool. Spanish. 1 Book, Softbound.

The text is entirely in Spanish and directed toward preventive care of the young child within the family structure.

El Hogar. Fernandez Editores, S. A., Calzada Mexico, Coyoacan 321, Mexico 13, D. F. (905) 524-5630.

Preschool. Spanish. 1 Book, Softbound.

This coloring book describes the home and home activities.

El Huevo. Dick Bruna. Aguilar, Madrid: 1973. Vendor: Santillana Publishing Company, 1211 Front Street, Norwalk, CA 90650 (213) 868-7793.

Preschool. Spanish. 1 Book, Hardbound.

Food and nutrition concepts may be expanded with this book.

Huevos. Peter Usborne and Su Swallow, comps. Barcelona, Spain; Editorial Molino: 1972. Vendor: The Pan American Book Company, 4362 Melrose Avenue, Los Agneles, CA 90029 (213) 665-8000.

Preschool. Spanish. 1 Book, Hardbound (series).

This book is part of a set of encyclopedias for young children and addresses the subject of eggs.

Instructional Resource Unit. Bilingual Education Program, Houston, I.S.D., 3830 Richmond Avenue, Houston, TX 77027 (713) 623-5216. 1972.

Preschool. Spanish/English. 1 Book, Softbound.

The book provides twenty-two units, including: Greetings and Farewell, What is Your Name?, Who are You?, My Name, Where Am I?, I Can Do It, My Body, My Family and I, My Birthday and Calendar, The Rooms in My House, My Relatives, My Clothes, My Father's and My Mother's Clothes, Our Baby's Clothes, Colors Around Me, Our Kindergarten Classroom, All Around, Animals, Fruits and Vegetables, Community Helpers, Senses, and Opposites.

José's First Day at School. Bilingual Educational Services, 1607 Hope Street, P. O. Box 669, South Pasadena, CA 91030 (213) 441-1255. 1973.

Preschool. Spanish/English. 1 Book, Softbound.

The story introduces the child to events, people, etc., of José's first day at school. Illustrations may be colored.

Juanito y los Frijoles Magicos. Froebel-kan, Tokyo: 1974. Vendor: Donars Productions, Box 24, Loveland, CO 85037 (303) 669-0586.

Preschool. Spanish. 1 Book, Hardbound (series).

This book may be used in units on food and nutrition.

Kindergarten Curriculum. Bilingual Education Project, Las Cruces School District #2, Las Cruces, NM (505) 524-9128.

Preschool. Spanish/English. 3 Books, Softbound.

Each unit contains suggestions for daily schedules; classroom arrangement, interest centers (art, manipulative, family life, library, math, science, and music); kindergarten skills and social development. The guide contains 17 units in both Spanish and English, titled: I Know My Friends at School, Places I Know, I Know My Family, Stores, Farms, Zoos, Parks, Churches, Special Days, Halloween, Thanksgiving, Christmas, Toys, Valentine's Day, Independence Day, and Community Helpers.

Language Development Resources for Bilingual/Bicultural Education. Experienced Teacher Fellowship Program, College of Education, University of Arizona, Tucson, AZ (602) 884-1461. 1974.

Preschool. Spanish/English. 1 Book, Softbound.

The centers include art, books, communications, discussion, games, listening, puppets, role-playing, sensitivity, viewing, cooking, and field trips.

Language Visuals. National Textbook Company, 8259 Niles Center Road, Skikie, IL 60076 (312) 679-4210.

Preschool. Spanish/English/French/German. 1 Case - 60 Flash Cards, and a Teacher's Guide.

The flash cards are large, clearly depicted, and durable. They teach the concepts of body parts, facial features, clothes, days of the week, animals, classifying, grouping, colors, numbers, and weather.

Large Body Puzzles (Boy). Developmental Learning Materials, DLM, 246 Niles, Illinois: 1972. Vendor: Developmental Learning Materials, Inc., 7440 North Natchez Avenue, Niles, IL 60648 (312) 647-7800.

Preschool. Puzzle - 32 pieces.

The parts of the body, such as the nose, eyes, and hair may be set forth in either Spanish or English.

Leche. Peter Usborne and Su Swallow, comps. Barcelona, Spain: Editorial Molino, 1972. Vendor: The Pan American Book Company, 4362 Melrose Avenue, Los Angeles, CA 90029 (213) 665-8000.

Preschool. Spanish. 1 Book, Hardbound (series).

This book is part of a set of encyclopedias for young children and explores the concept of milk and may be used in units about food and nutrition.

Libros Para Mirar. Adriana D'Atri. Ediciones Altea, Madrid: 1977. Vendor: Santillana Publishing Company, 575 Lexington Avenue, New York, NY 10022 (212) 826-1920.

Preschool. Spanish. 10 Books, Hardbound and 1 Guide (series classed together).

This series explores the concept of the extended family with ten (10) volumes and a guide in Spanish.

The Little Red Hen = La Pequeña Gallina Roja. Letty Williams. Prentice-Hall, Englewood Cliffs, New Jersey: 1969. Vendor: The Children's Book and Music Center, 5373 West Pico Blvd., Los Angeles, CA 90019 (212) 937-1825.

Preschool. Spanish/English. 1 Book, Hardbound.

This is enrichment material for units on food or nutrition.

The Magic of Names, Their Origin and Meaning. ERIC Document Reproduction Service, P. O. Box 190, Arlington, VA 22110 (703) 841-1212.

Preschool. English. 1 Book, Softbound.

The book was designed to reinforce the self-concept of the Mexican-American.

Mi Ambiente y Yo. Corpus Christi Public Schools, 515 North Carancahua, Corpus Christi, TX 78401 (512) 883-5261.

Preschool. Spanish/English. 1 Book, Softbound.

The teaching units in the guide are entitled: MiEscuela, Mi Familia, and Mi Casa.

Mi Enagua Es Blanca. Dick Bruna. Madrid, Spain: Aguilar, S.A. de Ediciones, 1975. Vendor: The Pan American Book Company, 4362 Melrose Avenue, Los Angeles, CA 90029 (213) 665-1241.

Preschool. Spanish. 1 Book, Hardbound.

This book coordinates the concepts of color and clothing.

My Family and My School. El Renacimiento, P. O. Box 465, Lansing, MI 48902 (517) 485-4389.

Preschool. Spanish/English. 1 Book, Softbound.

This combination coloring book and storybook, for migrant preschool children, is designed to introduce the concepts of family and school.

Nutrition Unit. Follow Through Project, 2316 Library South, University of California, Riverside, CA 92502 (714) 787-3567.

Preschool. Spanish/English. 1 Book, Softbound.

This unit contains lessons about the four basic food groups which are: cereals, milk products, meats, and fruits and vegetables. Included are foods familiar to the Mexican-American community.

Our Language, Our Culture, Ourselves = Nuestra Idima, Nestra Cultura, Nosotros. Alma Flor Ada. Parents' Magazine Films, Inc., New York; 1978. Vendor: Parents' Magazine Films, Inc., 80 New Bridge Road, Bergenfield, NJ 07621 (201) 384-4400.

Preschool. Spanish/English. Kit - 5 Filmstrips, 3 Audiocassettes-Spanish, 1 Guide (Spanish/English).

This kit contains a unit on "culture and self image".

El Pan. Peter Usborne, Su Swallow, and Jennifer Vaughn. Editorial Molino, Barcelona: 1977. Vendor: The Bilingual Publications Company, 1966 Broadway, New York, NY 10023 (212) 873-2067.

Preschool. Spanish. 1 Book, Hardbound (series).

This book is part of a set of encyclopedias for very young children, and explores the concept of bread.

Qué Me Póngo. Galera, Barcelona: 1973: Vendor: Santillana Publishing Company, 575 Lexington Avenue, New York, NY 90022 (212) 826-1920.

Preschool. No Text. 1 Book, Hardbound (series).

Qué Me Póngo is a picturebook with no text, which identifies by illustrations, very basic life care skills which the young child is involved in learning for self-help and independence.

Resource Material for Bilingual Education. Fort Worth Public Schools, Bilingual Program, Fort Worth, TX (817) 336-8311.

Preschool. Spanish/English. 1 Book, Softbound.

The book represents nine broad areas: days, months, seasons, colors, letters, numbers, plants, animals, self, family, community, food, clothing, holidays, special events, classroom terms, expressions, biographies, games, and stories.

The Sing, Say, and Speak Records: Spanish/English. Elena Paz and José Romero Fernandez. Miller-Brody Producations, New York: n.d. Vendor: The Children's Book and Music Center, 5373 West Pico Blvd., Los Angeles, CA (213) 937-1825.

Preschool. Spanish/English. Phonodisc-33 1/3 RPM.

Contents include: "There's a New Little Baby in My House".

Songs by Carol Perkins: Canciones de Mi Libro Rosa. Carol Perkins (music and lyrics), Leonel Alva (accompaniment). Austin, Texas: 1971. Vendor: Caper Records, 6100 CherryLawn Circle, Austin, TX 78723 (512) 926-8902.

Preschool. Spanish/English. 1 Record-33 1/3 RPM.

Side one consists of: Cinco Elfantitos, Cuenta los Deditos, Pan de Jengibre, Over and Under, Rivers and Trees. Side two consists of: ¿Quien Soy Yo?, Chato el Pato, Pepa la Pulga = Fanny the Flea, and Polo Norte-Polo Sur.

Songs by Carol Perkins. Carol Perkins (music and lyrics). Austin, Texas: n.d. Vendor: Caper Records, 6100 CherryLawn Circle, Austin, TX 78723 (512) 926-8902.

Preschool. Spanish/English. 1 Record-33 1/3 RPM.

Side one is comprised of: Pedrito el Conejito, El Trigo y el Pan, La Luz Rojo, Some Paper. Side two titles are: La Manzanita, Rain Song, Come Along, A Little Girl Came In, Who Are You?, and Cowboy Joe.

Songs by Carol Perkins. Carol Perkins (music and lyrics), Ruth Summers (piano). Austin, Texas: 1967. Vendor: Caper Records, 6100 CherryLawn Circle, Austin, TX 78723 (512) 926-8902.

Preschool. Spanish/English. 1 Record-33 1/3 RPM.

Side one contains: Go Up and Down; Big Fat Frog; Red, White, and Blue; What's Your Name? (Girl); What's Your Name? (Boy); How Many Fingers? Side two consists of: I Love My Mother; Ride Your Tricycle; Three Little Steps; Wet and Dry; The Opposites; Watch Me; and Three Brown Bears.

Songs From T.V.'s Villa Alegre - I. Bilingual Children's Television, Inc., Peter Pan Records. Bilingual Children's Television, Oakland, California: n.d. Vendor: The Children's Book and Music Center, 5373 West Pico Blvd., Los Angeles, CA 90019 (213) 937-1825.

Preschool. Spanish/English. Phonodisc-33 1/3 RPM (series).

Contents include the song "La Familia".

Super Me = Super Yo. National Coordinating Council on Drug Education. Washington, D. C.: National Coordinating Council on Drug Education, n.d. Vendor: Department of Health, Education, and Welfare, National Institutes of Health, National Institute of Mental Health, 5600 Fishers Lane, Rockville, MD 20852.

Preschool. Spanish/English. 1 Workbook, 1 Guide.

The workbook and guide serve to give the child a positive self image.

A Taste of Education: Building Your Spanish and English Vocabulary. Eddie Cano and Art Preciado. Freeport, New York: Educational Activities, Inc., 1975. Vendor: The Pan American Book Company, 4362 Melrose Avenue, Los Angeles, CA 90029 (213) 665-8000.

Preschool. Spanish/English. 2 Records.

Volume One contains: Side A - Partes de la Cabeza, Mi Familia, Ejercicios, Voy a Cantar. Side B - Partes de Mi Cuerpo, Colores, Formas y Acciones, and Dias.

The Tortilla That Did Not Want To Be a Taco. South San Antonio Independent School District. n.p. San Antonio, Texas: 1972. Vendor: Project Understanding, South San Antonio Independent School District, San Antonio, TX.

Preschool. English. 1 Book, Softbound.

This book could be used for enrichment units on food and nutrition.

Vestidos. Galera, Barcelona: 1973. Vendor: The Santillana Publishing Company, 575 Lexington Avenue, New York, NY 10022 (212) 826-1920.

Preschool. No Text. 1 Book, Hardbound (series).

Vestidos is a picturebook which explores the concept of clothing.

Wecome Roberto! = ¡Bienvenido Roberto!. Mary Serfozo. Follett Publishing Company, Chicago: 1969. Vendor: The Children's Book and Music Center, 5373 West Pico Blvd., Los Angeles, CA 90019 (212) 937-1825.

Preschool. Spanish/English. 1 Book, Hardbound.

The storyline tells of Roberto's first day at school.

William's Doll. Charlotte Zolotow. Harper and Row, New York: 1972. Vendor: Gordon's Books, 4280 Columbine Street, Denver, CO 80216 (303) 572-7761.

Preschool. English. 1 Book, Hardbound.

This book can be used in a unit on the family.

Who Am I?. Scholastic Magazines, Inc., 50 West 44th Street, New York, NY 10036 (202) 867-7700. 1970.

Preschool. Spanish/English. 1 Box - 5 Filmstrips, 5 Cassettes.

The filmstrips in the box are titled: Joy of Being You, Nothing is Something to Do, People Packages, All Kinds of Feelings, and Do You Believe in Wishes?

Yo Soy Un Niño. Don Higgins. Editorial Novaro, Barcelona: 1974. Vendor: Donars Productions, P. O. Box 24, Loveland, CO 80537 (303) 669-0586.

Preschool. Spanish. 1 Book, Hardbound.

This book is enrichment material for self-concept.

The Young Child Learns. Division of Instruction, Corpus Christi Independent School District, P. O. Drawer 110, Corpus Christi, TX 78403 (512) 883-5261. 1971.

Preschool. Spanish/English. 1 Book, Softbound.

This book is divided into several sections which are titled: Living Together, Enjoying Foods, Arts, Recreation, New Experiences, Interesting Discoveries, Now and Then, and Guiding the Teacher.

NURSERY RHYMES

Preassessment:

Discussion of:

1. Ask children to show their awareness of nursery rhymes through recitation or dramatization of the ones they are familiar with.
2. Start a nursery rhyme by saying the first line and see if the children can complete the rhyme.
3. Show pictures of common nursery rhymes to see if the children can relate the basic story in their own words.

General Unit Objectives:

1. Children will become familiar with nursery rhymes and enhance the developmental skills with emphasis on language and listening skills.
2. Children will be able to understand the meaning of the rhymes and explain them in their own words.
3. Children will enjoy the saying and movement exercises related to the nursery rhymes.
4. Children will learn through many activities related to Nursery rhyme stories.

Activities:

1. Snack- Serve boiled eggs for snack. Two children share an egg. Using wooden blocks children take turns letting Humpty Dumpty fall off wall while repeating rhyme.
   Materials: Enough hard boiled eggs and wooden blocks for one each per two children.
2. Art - Provide each child with a 9" by 12" sheet of construction paper. On one side have children draw an oval cardboard shape. Younger children may trace around a shape. Children then draw in facial features of Humpty Dumpty. The wall can be made from pieces of construction paper, straws, pretzels, etc. pasted below the oval. On reverse side children glue on scattered egg shells (saved from snack) to illustrate Humpty Dumpty after the fall.
   Materials: 9 x 12 sheet of construction paper, crayons or markers, oval shapes, scrap paper, straws, pretzels, glue, egg shells.

Jack Be Nimble:

3. Roll Call: Have each child respond when his/her name is called by jumping over candlestick, (represented by wooden block, toilet paper roll, etc.). Encourage group to repeat "Jack Be Nimble" inserting each child's name in place of Jack. During activity also discuss safety as related to using candles. Materials: wooden block or toilet paper roll with aluminum foil inserted to resemple candle and flame.
4. Art: Provide each child with a small piece of construction paper (4" x 6"). Under strict adult supervision direct child to hold a crayon over candle flame until it begins to melt. Then child draws on paper with melted crayon. Emphasize safety. Materials: Construction paper, used crayons, candle, matches.

Little Miss Muffet:

5. Art: Make spiders. Have children cut out circles from black construction paper. Then give each child eight strips of black paper to glue on for legs. The strips can be pleated. Attach string for hanging. Use spiders to dramatize "Little Miss Muffet."
Materials: black construction paper, scissors, glue, string.
6. Snack: Serve cottage cheese for snack to represent curds and whey.
7. Sing "Eensy, Weensy Spider" with appropriate actions. (See unit: Birds, Spiders, Insects and Worms)

Hey, Diddle, Diddle:

8. Dramatic Play: Use household props to act out rhyme. Example. Hey diddle, diddle the cat (paint cat whiskers on face; attach belt for tail) and the fiddle (metal pot with handle) The cow (paper bag mask) jumped over the moon (ball). The little dog (paint dog face) laughed to see such a sport, And the dish (paper plate) ran away with the spoon.
9. Parent Involvement: If this activity is used for a school program, parents could be involved in making costumes. A flannel board story could also be made by the parents.
10. Music: Use parents and community resource people to bring in musical instruments. Provide opportunities for children to listen to instruments and to experience playing instruments under adult supervision. Rhythm band playing and simple instrument construction could provide extended activities.

One, Two, Buckle My Shoe:

11. Obstacle Course: place number cards at various places in the classroom. Sample course: One two, buckle my shoe --buckle board form. Three, four, knock at the door --run to door and knock. Five, six, pick up sticks --pick up sticks (may substitute straws)

Seven, eight, lay them straight - using masking tape, tape squares on the floor for the children to put sticks.
Nine, ten, a good fat hen - complete course with table art activity: make handprints on construction paper using tempera paint; draw chicken legs, feet, eye, beak, etc., with crayons.

12. Free play: Play pick up sticks. Straws can be substituted for commercial pick up sticks.

Upon completion of the Nursery rhyme unit the various art projects can be compiled into a booklet to send home. A printed sheet of the nursery rhymes can be included for the parents.

Post Assessment:

1. Is the child able to recite one nursery rhyme without assistance.
2. If children are non-verbal or too young: Child should be able to point to a particular rhyme when asked.
3. Child should be able to imitate actions suggested by a particular nursery rhyme.
4. Child should understand vocabulary and define reality as used in nursery rhymes: Example: That "Humpty Dumpty" is an egg. That "Hey, diddle, diddle" depicts "pretend" activities.

RESOURCES

Children's Books

Title	Author	Publisher
Cakes, Custards: Children's Rhymes	Alderson	Morrow
One Misty Moisty Morning	Miller	Farrar
Mother Goose	Wildsmith	Watts
The Mother Goose Treasury	Briggs	Coward-McCann
Mother Goose: The Classic Volland Edition	Grover	Donohue

HUMPTY DUMPTY

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall;
All the King's horses and all the King's men
Couldn't put Humpty Dumpty together again.

JACK BE NIMBLE

Jack be nimble
     Jack be quick,
          Jack jump over
               The candlestick.

HEY, DIDDLE, DIDDLE

Hey, diddle, diddle!
The cat and the fiddle,
The cow jumped over the moon:
The little dog laughed,
To see such a sport,
And the dish ran away with the spoon.

LITTLE MISS MUFFET

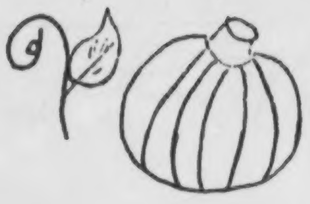
Little Miss Muffet
     Sat on a tuffet;
Eating her curds and whey;
     Along cam a spider,
And sat down besider her,
     And frightened Miss Muffet away.

ONE, TWO, BUCKLE MY SHOE

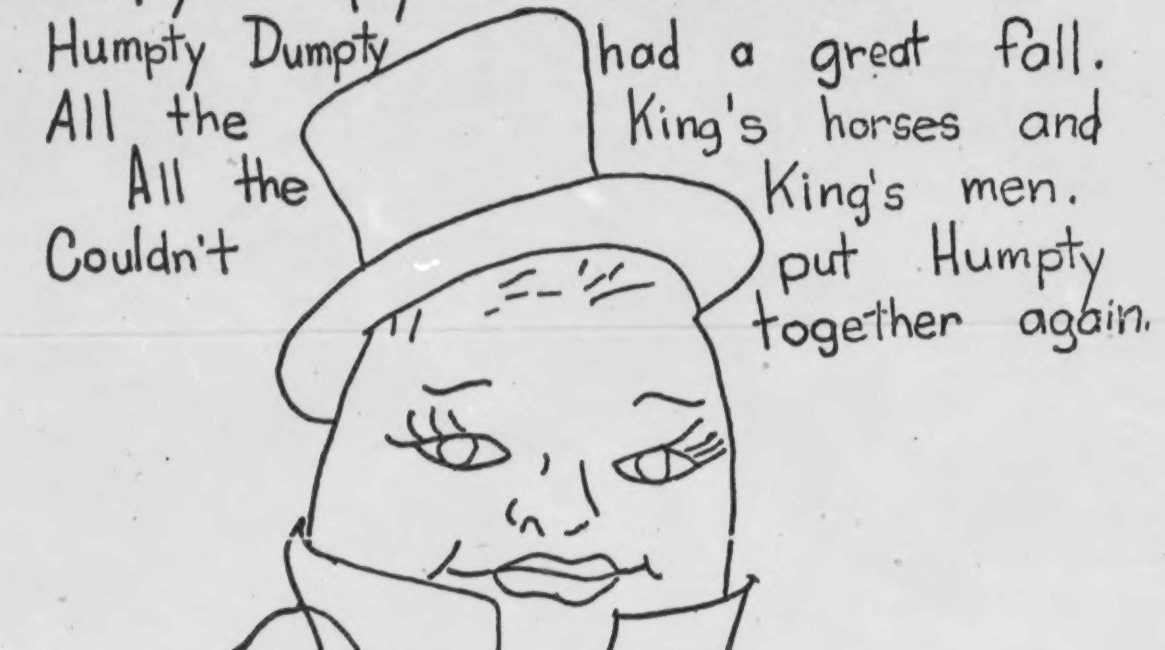
One, two
  Buckle my shoe,
  Three, four,
      Knock at the door,
      Five, six,
            pick up sticks;
            Seven, eight;
                  Lay them straight,
                  Nine, ten
                      A good fat hen.

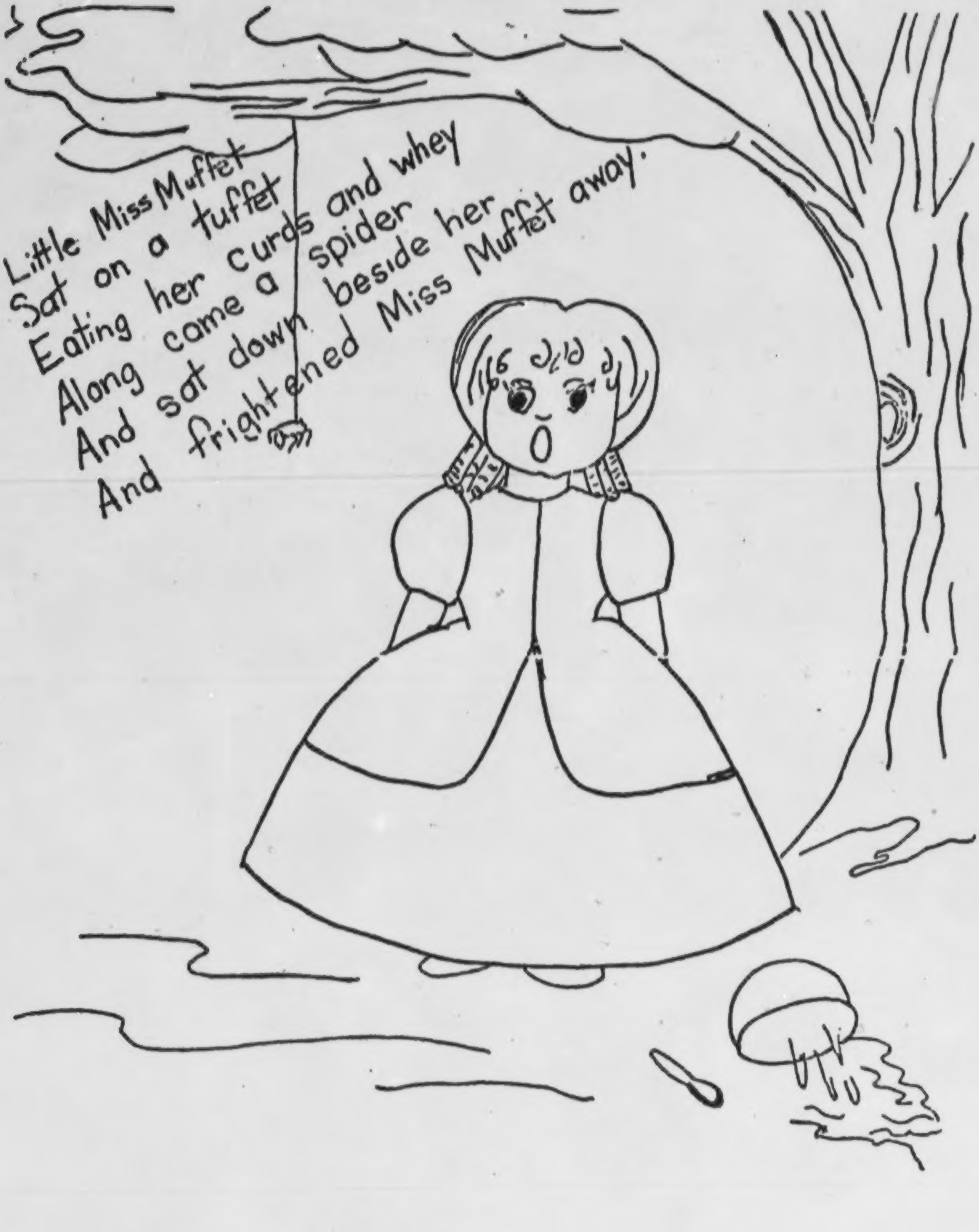
"Poems and Rhymes." Childcraft, The How and Why Library, 1974,
     Volume 1, pp. 15, 24, 35, 37, 38.

My Book of Nursery Rhymes



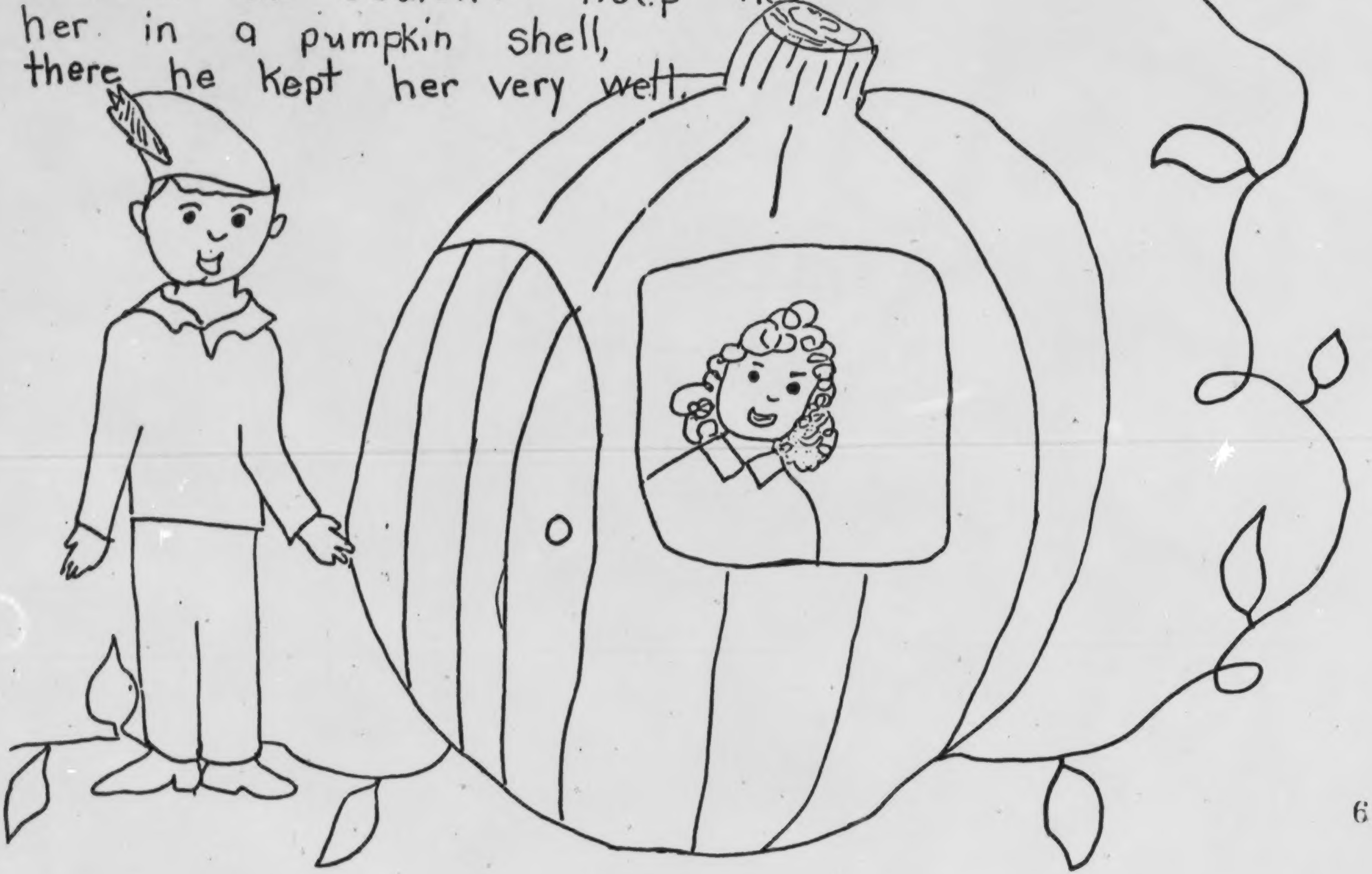
Humpty Dumpty sat on a wall.
Humpty Dumpty had a great fall.
All the King's horses and
All the King's men.
Couldn't put Humpty
together again.

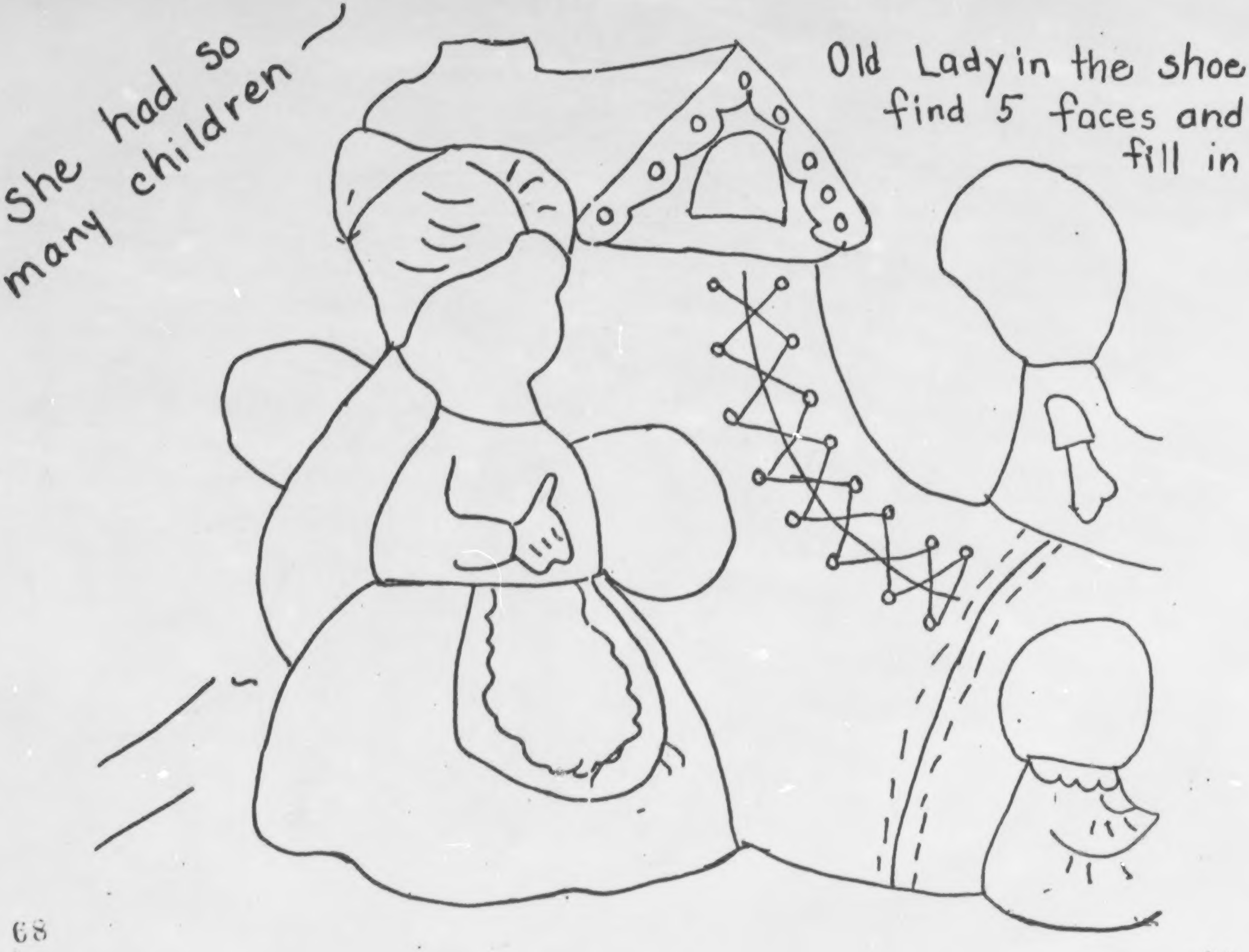




Little Miss Muffet
Sat on a tuffet
Eating her curds and whey
Along came a spider
And sat down beside her
And frightened Miss Muffet away.

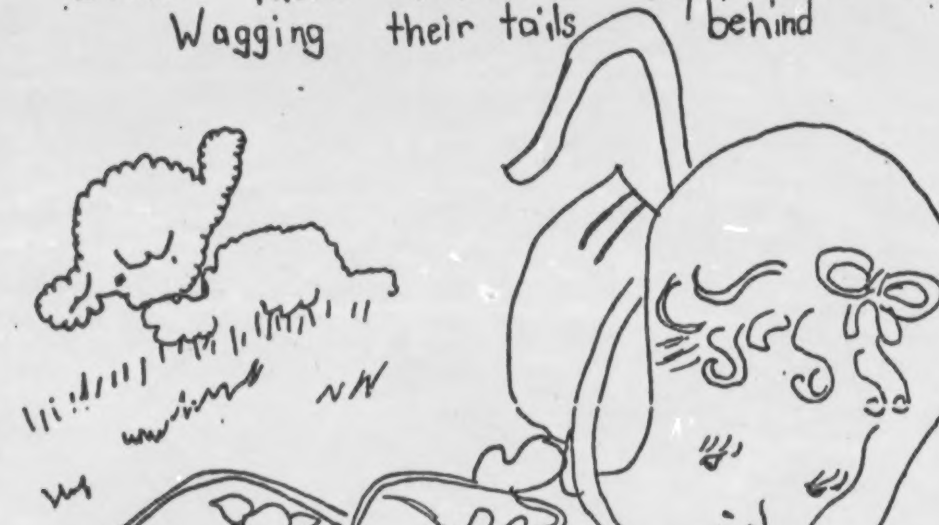
Peter Peter Pumpkin Eater
Had a wife and couldn't keep her
Put her in a pumpkin shell,
And there he kept her very well.

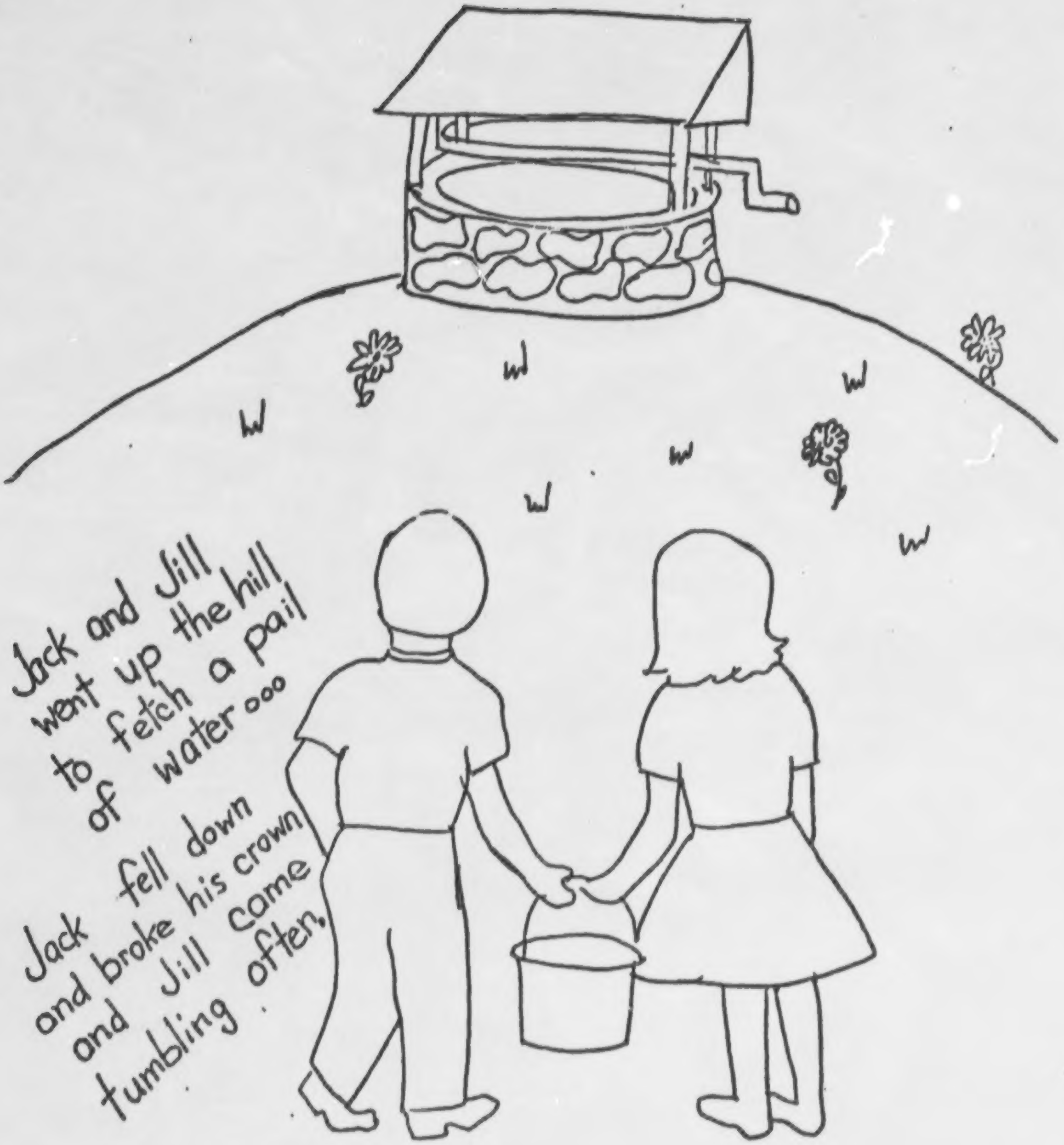




She had so many children—
Old Lady in the shoe find 5 faces and fill in

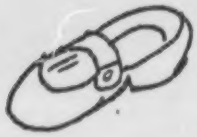
Little Bopeep lost her sheep
and didn't Know where to find them.
Leave them alone and they'll come home
Wagging their tails behind

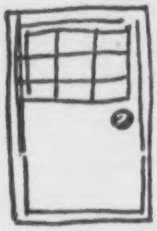


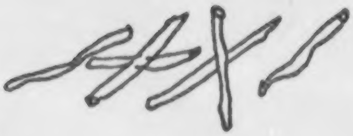


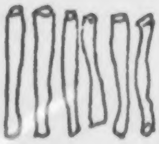
Jack and Jill
went up the hill
to fetch a pail
of water...

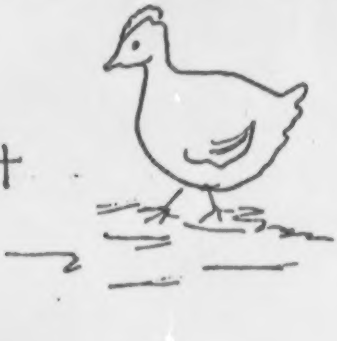
Jack fell down
and broke his crown
and Jill came
tumbling often.

One, two
buckle my 

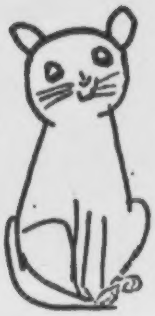
Three, four
knock at the


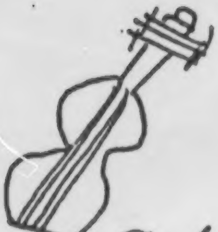
Five, six
pick up 

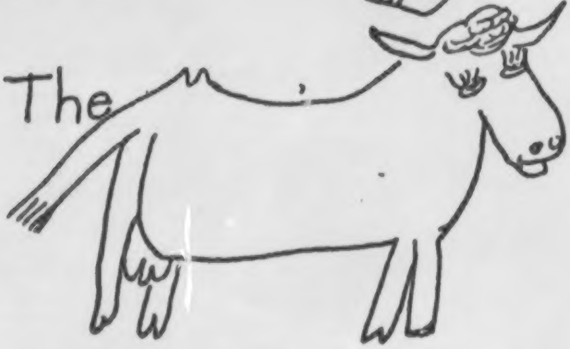
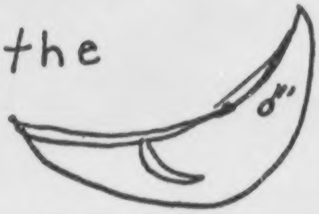
Seven, eight
lay them 

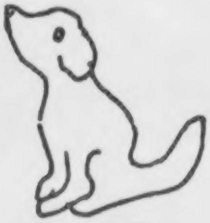
Nine, ten
a good fat 

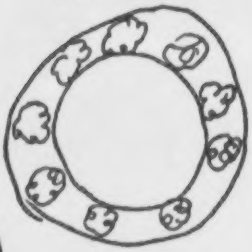
Hey, diddle diddle,

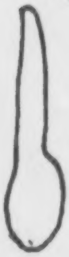
the 

and the 

The  Jumped over the 

The little  laughed to see such a sport.

And the  ran away with

the 

NURSERY RHYMES

Bilingual ABC in Verse. Instructional Challenges, Inc., 1974. P. O. Box 665, Fairview Station, Española, NM 87532 (505) 753-7510.

Preschool. Spanish/English. 1 Book, Softbound.

This book presents twenty-nine (29) verses in Spanish and English, one verse for every letter of the alphabet.

Español Como Segundo Idioma: Teacher's Guide, Level I. Richmond Babel Productions, 1414 Walnut Street, Berkeley, CA 94709. (415) 644-6151. 1971.

Preschool. Spanish/English. 1 Book, Softbound.

This guide contains an appendix listing fingerplays, nursery rhymes, and flannel board stories, all in Spanish.

Peomas Párvulos. Editorial Almaden, 1971. 1031 Franquette Avenue, San Jose, CA 95125 (408) 266-3411.

Preschool. Spanish. 1 Book, Softbound.

This book contains Mother Goose rhymes in Spanish.

Poemas Pe-que, Pe-que, Pe-que-ñitos. Editorial Almaden, 1972. 1031 Franquette Avenue, San Jose, CA 95125 (408) 266-3411.

Preschool. Spanish/English. 1 Book, Softbound.

This book contains very short poems about nature.

Más Peomas Páravulos. Editorial Almaden, 1972. 1031 Franquette Avenue, San Jose, CA 95125 (408) 266-3411.

Preschool. Spanish. 1 Book, Softbound.

This book contains rhymes and verses and accompanying illustrations authentic to Mexico.

Mother Goose on the Rio Grande. Frances Alexander. Skokie Illinois: 1974. Vendor: National Textbook Company, 8259 Niles Center Road, Skokie, IL 60076 (312) 679-4210.

Preschool. Spanish. 1 Book, Softbound.

This book of poems for the young child reveals the interplay of language and culture which transpires between Mexico and the American Southwest.

Para Chiquitines: Cancioncitas, Versitos y Juegos Meñiques. Emma Holguin Jimenez and Conchita Morales Puncel. Bowmar Publishing Company, 1969. Vendor: The Children's Book and Music Center, 5373 West Pico Blvd., Los Angeles, CA 90019 (213) 937-1825.

Preschool. Spanish with English Glossary. 1 Book, Hardbound.

The text of this book is divided into three (3) main sections: Cancioncitas para Chiquitines, Versitos para Chiquitines, and Juegos Meñiques para Chiquitines.

THE SENSES

Preassessment:

Discussion of:

1. Do you know what your senses are?
2. When we did body parts we talked about some of our senses, do you remember?
3. When I feel the top of your head what sense am I using?
4. If you can hear me talking what sense are you using?
5. When your mom is cooking and it makes you hungry what sense are you using?
6. If you think something is very pretty, what sense are you using?
7. If you are eating something and it is very good, what sense are you using?

General Unit Objectives:

1. Children will become aware of the function of their five senses.
2. Children will develop the sense of touch through tactical means.
3. Children will develop auditory perception through hearing activities.
4. They will develop visual perception through sight activities.
5. Children will develop an awareness of the sense of taste and smell.
6. They will use their knowledge of the five senses in problem solving situations.

Activities:

1. Play Simple Simon game, also substitute Spanish words.
2. Play Turn Around record - resource Hap Palmer Getting To Know Myself record.
3. Use a flannel board depicting the body parts.
4. Use mirror dolls and have children identify parts of the face.
5. Create ice cream faces using pineapple, raisins, chocolate drops, coconut and red hots. Talk about hot and cold concepts by serving hot chocolate and comparing to cold ice cream.
6. Have a finger painting activity.
7. Make crayon texture pictures - you will need a sheet of paper and crayons for each child. Cover a warming tray with aluminum foil, turn setting to lowest and wait until it heats. Have pupils place their paper in the center of the tray with a small amount of paper extending over edge for pupils to rest their hands on while they draw. Have the pupils draw slowly on the paper to allow the crayons to melt slightly. When the design has cooled, have the children shut their eyes and feel the texture of the crayons.

8. Prepare match and feel circles using different textures such as terrycloth, corduroy, silk, etc.
9. Play touching games - have children touch different items in small bowls such as flour, rice, ice, and jello. Have children describe the items encouraging new vocabulary. Some vocabulary words might be soft, silky, bumpy, rough, warm, sticky, etc.
10. Make some sound cans filling them with salt, sand, rice jingle-bells, pennies, balls, water, beans, etc. Resource - Work Jobs, Baratta-Lorton, Adison Wesley Pub. Co.
11. Form a rhythm band and learn Ten Little Indians.
12. Play sound record and have children identify what sounds they hear. Resource - Goldman Lynch record.
13. Take a field trip and listen to different sounds.
14. Sing Old MacDonald and have students substitute different animals and sounds.
15. Use a tape recorder to record the children's voices, play back and ask the children to tell whose voice they hear.
16. To reinforce the concept of loud and soft, have the children learn the songs John Jacob Jingle Hymar Schmidt, and Bingo. Also, have the children clap loud and soft.
17. Play tray game - put various articles on a tray, put tray away and have children recall articles.
18. Match paint samples by color shape and size.
19. Have children play a color game from the title Colors in the record, Learning Basic Skills Through Music Vol. I. Have the children take turns standing as their color is called.
20. Play the record, Parade of Colors, and have the children march. Resource - Learning Basic Skills through music Volume 2.
21. Make shape faces using pre-cut shapes.
22. Review sign shapes such as stop signs, railroad crossings, and speed limits. Discuss safety factors.
23. Play cracker games using different shaped crackers and peanut butter. Spread peanut butter on a plate and use crackers for face, then eat. Resource - A Young Child Experiences.
24. Duplicate a sheet with unfinished pictures and have children finish picture. For example, draw a tree or a house and leave out one side.
25. Play blind mans lunch - prepare lunch with several tastes. Then blindfold the child and ask him to guess what he is eating. Some foods you might use are tuna, mustard, lemonade, hot dogs, root beer etc.
26. Prepare pancakes and serve different toppings. Stress safety when you are cooking.
27. Make barbecue sauce and have children dip hot dogs in the sauce to taste.
28. To teach children the concept of sweet, salty, sour and bitter, have a tasting game using foods such as fudge, lemonade, bitter chocolate, nuts, etc.
29. Play jar game using small jars with lids and inside each jar is a cotton ball. Put different smells on each cotton ball and ask children to match smells with a picture of the same. Use smells such as cocoa, coffee, aftershave, pickle, cinnamon, cloves, Vicks, perfume peppermint, and lemon. Resource - Work Jobs.

30. Make a Touch Box by putting small samples of different materials into small boxes. Have children identify. Use things like sandpaper, sand, clay, wool, tinfoil, wadded paper, etc.

Post Assessment:

1. Give the children sensory riddles, for example: What is small, furry and goes meow? What smells fresh, clean, and makes you clean? What is brown, squishy, and fun to walk through?
2. Have a tasting party and have children identify different tastes.

Home Activities:

1. Discuss your meals and how they taste and smell.
2. When you are baking something, let your child smell.
3. Take a walk and let your child point out different sounds, colors, smells etc.
4. Sit quietly for five minutes and listen to different sounds.
5. Make a feely box by putting different articles in a box and have a child feel them to guess what they are.

JOHN JACOB JINGLE HYMAR SCHMIDT

John Jacob Jingle Hymer Schmidt, that's my name, too.
Whenever we go out, the people always shout,
There goes John Jacob Jingle Hymar Schmidt.
(Each time you sing verse, sing it softer until you
get to the last John Jacob Jingle Hymer Schmidt and
you sing it very loud).

BINGO

I knew a man who had a dog and Bingo was his Name O
B I N G O, B I N G O, B I N G O, and Bingo was his Name O
(Each time you sing song omit a letter from Bingo and clap
your hands in that space).

TEN LITTLE INDIANS

One little, two little, three little Indians, four little,
five little, six little Indians, seven little, eight little,
nine little Indians, ten little Indian boys.

Resources

Children's Books

Title	Author	Publisher
How We Hear	Fryer	Medical Books for Children

THE SENSES

La Fiesta de Aprender. Lucille Strachen and George Dobrin. Educational activities, New York: 1974. Vendor: The Children's Book and Music Center, 5373 West Pico Blvd., Los Angeles, CA 90019 (213) 937-1825.

Preschool. Spanish. 1 Phonodisc-33 1/3 RPM.

Contents include: "Los Sentidos, Tienes Una Cara Sin Igual, Los Cinco Sentidos, and ¿Que Es lo Que Sientes?".

El Oído. RAF, 1969. Vendor: The Pan American Book Company, 4362 Melrose Avenue, Los Angeles, CA 90029 (213) 665-1241.

Preschool. Spanish. 1 Chart.

This chart exhibits in color the ear as the organ of hearing. Around the perimeter of the cart are drawings of children in various sensory perceptions of receiving different types of sound waves. Horns, drums, a balloon bursting, a music box, a coin clinking on pavement are all exhibited for the child to understand that there are different types of sound all of which are related to the sense of hearing. On the back of the chart are listed the various parts of the ear, suggested classroom activities, and the relationship of the sense of hearing to the ear and to the brain.

Los Sentidos Corporales. Luiz Gonzales Obregon. Editorial Avante, Mexico: n.d. Vendor: The Pan American Book Company, 4363 Melrose Avenue, Los Angeles, CA 90029 (212) 665-1241.

Preschool. No Text. 1 Chart.

This chart takes the five body sense, i.e., sight, smell, taste, hearing and touch and incorporates them displaying the relevant body part surrounded by vignettes of children receiving the related stimuli. The drawings are in color and appropriate for very young children.

El Tacto. RAF. Mexico: RAF, 1969. Vendor: The Pan American Book Company, 4363 Melrose Avenue, Los Angeles, CA 90029 (213) 665-1241.

Preschool. Spanish. 1 Chart.

This chart exhibits in color the skin as the organ of touch. Around the perimeter of the chart are drawings of children in various sensory experiences of receiving various tactile sensations such as Braille reading, Blind Man's Bluff, playing the piano, and bouncing a ball. On the back of the chart, Spanish text discusses the parts of the skin and the way in which nerves receive the sensations of touch.

La Vista. RAF. Mexico: RAF, 1969. Vendor: The Pan American Book Company, 4326 Melrose Avenue, Los Angeles, CA 90029 (213) 665-1241.

Preschool. Spanish. 1 Chart.

This chart exhibits in color the eye as the organ of sight. Around the perimeter of the cart are drawings of children in various sensory perceptions of receiving different visual images. Reading, vision at a distance, a camera, a magnifying glass, all are depicted to help the child understand that there are various visual images, all of which relate to the sense of sight. On the back of the chart, the Spanish text discusses the parts of the human eye and the way in which the eye and brain are related to the sense of sight.

PLANTS

Preassessment:

Discussion of:

1. Look inside fruits and vegetables to find seeds - use peas, beans, lima beans, cucumbers, tomatoes, bananas, grapefruit, oranges, and squash.
   (See Play With Plants, pages 32-33)
2. Glue seeds on a seed identification chart. Use several kinds of seeds. Place additional seeds in varying numbers in a seed box. Have the children match the seeds. After the checking, have them count how many of each type of seed they have.
3. Glue different types of seeds to paper to make a mosaic.
4. Place different parts of plants on a tray such as a leaf stem, root, or seed. Have the children take turns selecting the seeds from the tray. (Can be done with the other plant parts also). May be used at the end of the unit as part of the evaluation.

General Unit Objectives:

1. Children will distinguish between living and non-living things.
2. Children will observe that plants develop from seeds.
3. Children will become aware that new plants grow from parts of other plants.
4. Each child will develop the realization that plants needs air, water, and sunlight to grow.
5. Children will understand that each part of a plant has its own function.
6. Children will observe and realize that trees are plants.
7. Each child will recognize that plants are helpful to many in many ways.

Activities:

1. Show examples of living and non-living things. Then have pupils pull pictures from a box and classify as living and non-living.
2. Take a walk around the school. Point out objects and have the children tell if they are living or non-living.
3. Place one of each of the following seeds - corn, lima beans, and pea seed - in a jar. Put a piece of blotter paper that has been soaked in water along the sides of the jar. Next, fill the jar with soil. Keep soil moist. Observe growth.
   (See Discovering Science Through Experiments, page 58.)
4. Grow a lawn on a sponge. Sprinkle a handfull of grass on a sponge. Put it on thick. Spray water on it daily. Put it where it can get some sunlight. Look for roots.
   (See Creative Activities - Growing, page 29)

5. Open up a lima bean seed that has been soaked overnight. With a magnifying glass, look inside at the parts. Discuss what each part is and what it becomes in the mature form.
(See Kindergarten Keys, pages 184-185).
6. Plant a bean seed in one container and put a radish seed in another. Put a picture of the adult plant on the container and observe the growth. The children should realize that the adult plant has developed from the seed.
7. Use water colors to paint designs on styrofoam cups. Use the cups to plant flowers in. Children can give these to their mothers as gifts. Marigold seeds are good, too.
8. Home Activity - Each child plants several different types of flowers or vegetable seeds in soil in an egg carton - place one or two seeds in each cup. These can be taken home after they start growing. Later they can be transplanted into the child's yard or something similar to a window box.

9. Food Activity: Seed Snack - Toasted Sunflower Seeds
3 cups of raw, unshelled sunflower seeds
½ cup butter or margarine
1½ teaspons salt
Melt butter in a heavy skillet
Add the sunflower seeds and sauté them, stirring constantly.
Sprinkle on the salt and empty the seeds onto several thicknesses of paper towel for cooling.
(Crossties Activities Cards - Cooking #33)
10. Plants grow from tops of other plants. Cut off a top of a beet. Pull off any leaves. Put the flat part in water until it develops roots. Then plant the best top in sand. (Can also use pineapples).
11. Plants grow from eyes or growth buds on other plants.
    a. Get a sweet potato that has not been coated with wax. Try to find one with lively-looking eyes. Push 3 toothpicks or nails into the middle of the potato. Leave the same amount of space between each one. Find a glass jar that is bigger around that the potato. Fill it half full of water. Rest the toothpicks on the edge of the jar. The bottom of the potato should just touch the water. Set the jar in a dark place. Give the potato sunlight as it grows. Do it a little at a time. When roots grow out of it, plant it in soil. Pull off some stems that grow out of it. Leave only 3-4 of the strongest. Soon, you will have a vine.
12. Plants grow from bulbs. Plant an onion bulb in a small pot of soil. Put it about 2 inches under the top of the soil. Set pot in a dish. Give the pot a spot that is warm and sunny. Keep water in the bottom of the dish. A new plant will grow.
13. Plants grow from leaves. Get a big healthy leaf from a rex begonia in the spring. It needs to have a one-inch piece of stem on it. Find a box about 9 inches square and 5 inches deep. Make sure it has drainage holes in it. Cover the holes with broken pieces of pots. Fill with 3 inches of peat moss and sand mixed. Turn the leaf upside down on a piece of

cardboard on the table. The teacher should cut through each main vein just below the spot where it branches out.

or

Get a leaf from a striped snake plant. Cut it into four one inch sections. Keep right side up and put the bottom two inches down into a pot filled with a mixture of half sand and half peat moss. Water it lightly. Slip the pot into a plastic bag. Close it at the top. Soon a new green snake plant will grow. One interesting thing about the new plant is that it doesn't have any stripes.

14. Plants grow from stems. Get an African violet leaf with a two inch stem. Fix a clean pot with moist rooting mix. Poke a hole in the soil. Put in the stem. Firm the mix around it. Put in a plastic bag. A new plant will grow from the stem.
15. Plants grow from slips. Snip a four inch piece from the tip of a philodendron, wandering Jew or ivy. Cut it just below the spot where a leaf joins the stem. This is a slip. Take off the lowest leaves. Put the stem in a jar of water. Check the water level often. Add more water when needed. Let the roots on the stem get good and hairy. Then replant. You can keep it growing in water or plant it in soil once the root system has developed.
16. Plants grow from branches taken from other plants. Cut several branches about five inches long from a geranium plant. Trim off the bottom leaves. Keep a few leaves at the top of each cutting. Put pieces of broken pots over the drainage holes. Fill each pot with mixture of one part sand - one part soil, one part peat moss, or vermiculite. (Creative Activities - Growing pgs. 30-32, 34,35,42, 44-47).
17. After all the above plants have started to grow, place the original plants on a table and have the children match the new plants with the original. This will help them to understand that a plant reproduces its own kind.
18. As the plants grow, use rulers to measure their growth. Record on a chart. Use pictures of the plant on the chart.
19. Food Activity: Plant Parts Snack - Start by asking the children who would like to eat a plant root? Serve radishes and carrots.
    Stem - Celery and broccoli
    Seed - Popcorn and peanuts
    Leaf - Lettuce and cabbage
    Bulb - Little green onions
20. PLANTS NEED AIR, WATER AND SUNLIGHT. Introduce this concept with a finger play.

MY GARDEN

This is my garden,
I'll rake it with care,
And some flower seeds
I'll plant in there.
The sun will shine

And the rain will fall.
And my garden will blossom
And grow straight and tall.
(Let's Do Finger Plays, p. 46)

21. Put some bean plants into glass jars. Water the plants. Screw the jar lids on tightly and place the jars in indirect sunlight. Have the children observe that the plants become limp and decay. (Kindergarten Keys pg. 190)
22. Put a jar over one plant and let an identical one have air. (Creative Activities) p. 27
23. SUNLIGHT Put one plant in a closet or under a box. Put an identical plant where it can get sunlight. Water each with the same amount of water. (Creative Activities p. 27)
24. Get three small containers and plant 20 radishes seeds in each. Then get three shoe boxes. Cut a window in the lid of each. Fasten colored cellophane to each window. Make one window red and one blue and one yellow. Place the containers in the boxes and put the covers on the boxes. Put the boxes in the sunlight, but not directly. Keep the plants watered. The plants in the red box get the most light, then yellow, then blue. You may want to add a fourth container and put it in a box with clear cellophane for a window. Have the children compare and tell why. (Play with Plants pgs. 59-60)
25. Put a plant in a box that has a hole in the side. Observe how the plant grows toward the hole in the side of the box. (Creative Activities - Growing pg. 60)
26. WATER Place bean plants in a sunny warm spot, but do not water them. Have the children observe that the leaves become yellow or brown and that the plant dries up. (Kindergarten Keys pg. 190)
27. To show that plants drink up water put a large stick of celery into a glass of water with red food coloring. Make sure the celery has a lot of leaves at the top. You can substitute a carnation for the celery. Have the children observe how the color travels up the stalk to the leaves. (Creative Activities - Growing pg. 28)
28. Fingerplay

FIVE LITTLE FLOWERS

There were five little flowers
Who grew in a row,
And the first one said
"Now watch me grow,"
And the second one said,
"Oh, I'll grow tall,"
And the third one said,
"I'll grow by the wall,"
And the fourth little flower said,
"I like the sun,"
And the fifth one said,

"So does everyone."
Well, the rain did fall,
The sun did shine,
And five little flowers,
They grew up fine.
(Growing with Music - Kindergarten Book, pp. 78-9)

29. Visit a plant nursery to see where some plants can be grown all year. Have the nursery owner explain how he cares for the plants.
30. Have the children pretend that they are little seeds that have been planted. Show how you would grow into a plant. Pretend that the sun is shining and then the rain is falling. How do you think the plant would behave?
31. Use the flannel board and cut out parts of a flower to show various parts of a plant.

English	Spanish	Pronunciation
leaf	hoja	oha
stem	tallo	tayo
root	raiz	raees'
flower	flor	
bud	boto'n	bo ton'
seed	semilla	sehmeeyah

32. ROOTS
    a. Uproot a plant. See how soil clings to the roots. Roots anchor or hold a plant in the soil.
    b. Use celery placed in colored water to show the roots and stems get water and minerals from the soil.
    c. Leaves. Pinch leaves off one bean plant. Have the children observe that the one with the leaves, blossoms, and the other produces no flowers or blossoms. Explain to the children how the leaves take in carbon dioxide, water, and minerals from the soil and then use the sun as energy to turn all these into sugar.
33. Fingerplay:

MY GARDEN

This is my garden, I've raked it with care,
And planted my tiny brown flower seeds there,
I patted the earth smoothly over the bed,
While the warm yellow sun shone high over head.

Soon raindrops came pattering over the ground,
And warm spring winds blew with a soft, gentle sound.
The little seeds woke and pushed up toward the light.
Up, up they grew slowly by day and by night.

And now see my garden so lovely and gay,
With all of these flowers that blossomed today.

34. Song or Poem:

A LITTLE SEED

There was a little seed;
It was very small indeed,
But it made a little plant,
And it grew, grew, grew.

The plant became a vine,
It had blossoms eighty-nine,
While the tale is strange,
It is true, true, true.

Finger Play taken from: Fingerplays and Games for Relaxation, Song taken from The Magic of Music, Book One pg. 36

35. Trees develop from seeds. Show pine cone seeds, maple seeds, walnuts, etc. Have the children determine that these are all seeds. Explain that trees are plants that grow from these seeds. Make a chart or bulletin board. Put the tree's seed next to a picture of the tree. Pictures can be obtained from seed catalogs.
36. Compare a picture of a tree and its parts with a picture of a plant such as a lima bean plant.
37. Go on a nature walk and see how many different kinds of trees the children can see. Look for seeds from the trees, bark, leaves, needles and pine cones to compare.
38. Game:

I AM A TREE

I am a tree on a very high hill,
And most of the time I stand quite still,
But I'm not very still on a windy day,
I swing and sway, swing and sway.

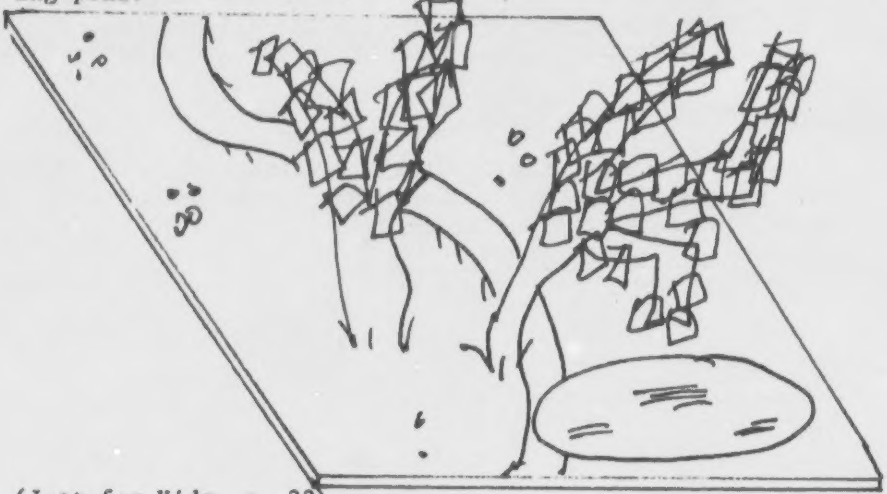
Have the children use their bodies to show how trees move when the wind blows gently in summer, in winter gales, in storms and in hurricanes. (Growing with Music - Kindergarten Book pg. 78)

39. To help the children distinguish between broad leaf trees and needle trees, the following activities can be used.
    a. Collect leaves and needles from various neighborhood trees. Make a chart or a bulletin board showing the two types of trees. Glue the needles or leaf under the proper type of tree.
    b. Use other leaves and needles that the children have collected to make a leaf design on a sheet of waxed paper and arrange several colors of crayon shavings around the leaves. Place another sheet of waxed paper on top. Place each pupils arrangement between two sheets of brown paper and slide a warm iron over it. The crayon and wax

will melt and seal the design inside. Hang the design in front of the window for a see through effect. (Kindergarten Keys, pp. 198, 199)

c. Make a set of Old Maid type cards using leaf outlines for the children to match or play a game of cards with.

d. Make Japanese Tiny Tree. Look for tiny twigs with many branches. Cut up small pieces of paper, dab each one with paste and paste the paper to the twigs. Now, fill a small aluminum or plastic container with soil. Use pebbles to make a path or design on the soil. A small mirror could be set into the soil to make a little reflecting pond.



(Just for Kids, p. 22)

40. Read "I Am a Tree" - The Who Am I Series

41. Plants are helpful to man in many ways. Pot Luck Plant Snack - Send a note home and have the parents send an eatable plant that can be eaten raw for snack time. Encourage them to use their imagination. After tasting snacks discuss other foods that come from plants.

42. Cut out paper trees. Have the children go around the room looking for things made from trees. Put a little tree on that object.

43. Make Flour:
1/4 cup of wheat seed (Buy from a grain or feed store.)
a rolling pin
a meat grinder
Have the children grind the wheat seeds through the meat grinder seven or eight times. Then use a rolling pin to crush the wheat into as fine a flour as you can get. Make and bake bread from the flour if you desire. (It's Fun to Know Why, pp. 83-85.

44. Read the story of the Little Red Hen to show what happens to a seed of wheat.

45. Make a chart showing other plants used to make bread. Cut out magazine pictures of food or paste seeds on a chart.
    Mexican - corn   Indians of Asia - peas
    Chinese - rice   Europeans - rye
    Some American Indians used acorns to make bread.

    If any parents of the children are of these nationalities, ask them to please send a sample of this type of bread or a recipe if they have one. (It's Fun to Know Why, p. 85)
46. Children bring a plant product or a picture of a plant product from home for a Show and Tell. Show product and tell what plant it came from. Such as fabric from the cotton plant. Arrange to have the children leave their plant products at school for a few days. Put on the Science table. Could be done with two tables, one for plants and one for trees.

Post Assessment:

See activity number four in the preevaluation. Have children tell what plants need to grow. Put plant growth sequence pictures in order. Name three plant products.

RESOURCES

Books:

Discovering Science Through Experiment. James Pacilio, Children's Press.
Creative Activities Series-Growing. Yerian, Children's Press, Groler Int.
Kindergarten Keys. The Economy Company.
Creative Activities Cards Cooking #33, Crossties Cards. The Economy Co.
Let's Do Finger Plays. Marion Grayons, Robert B. Luce Inc.
Play with Plants. Millicent Selsam, William Morrow Company.
Growing with Music - Kindergarten Book. Prentice Hall Inc.
The Magic of Music - Book One. Ginn and Company.
Just for Kids. James Razzi, Parent Magazine Press.
I Am A Tree - Who Am I Series. Jose Luis Garcia Sanchez, Santelana Press, Publishing Co. N.Y., N.Y.
It's Fun to Know Why. Julius Schwartz, McGraw Hill Book Co.

Audio-Visual Materials

Films:	
A Plant Through the Seasons	MP 55
A Tree is a Living Thing	MP 59
Study Prints:	
Plants and Seeds	SP 85
Film Strips:	
Plants We Know	TA 14
Plants Series:	
Adventures with Trees	RW 65
How Seeds Travel	RW 66
Some Plants Grow From Seeds	RW 67
Trees	TA 15

All the above materials are available upon request from the Carbon County Instructional Materials Center in Saratoga, WY.

Commercial Products:

Trees of the U.S. duplicator books - Hayes
How Plants Grow - Bulletin board cut out - Trend
Study of Plant Growth - Flannel Board Set - Instructo
Plants and Food - Flannel Board Set - Instructo
Leaves Alike and not Alike - Matching Card Set Leaf Shapes - Ideal

RESOURCES

Children's Books

Title	Author	Publisher
The True Book of Plants We Know	Miner	Children's Press
Play With Leaves and Flowers	Selsam	Morrow
Play With Plants	Selsam	Morrow
The Wonderland of Plants	Shannon	Whitman
Fun Time Weird Garden	Yerian	Children's Press
Indoor Gardening	Yerian	Children's Press
Projects: Earth and Sky	Yerian	Children's Press
Eric Plants a Garden	Hudlow	Whitman
How to Grow a Jelly Glass Farm	Mandry	Pantheon
How to Have Fun with a Vegetable Garden	Editors of Education	C. E. Inc.

PLANTS

El Árbol Que No Tenía Hojas. Alonzo Fernando. Santillana: Madrid: 1975. Vendor: Santillana Publishing Company, 1211 Front Street, Norwalk, CA 90650 (213) 868-7793.

Preschool. Spanish. 1 Book, Hardbound.

Part of Series: Cuentos A, this is the story of a little tree which lived all alone deep in the forest. This tree did not have any leaves, not one. But because he never saw any other trees, he did not know that he was different, until one day some children came along. They pointed at the little tree and laughed at him. The tree suddenly realized that he was not at all what he was supposed to be. He wilted, his branches drooped. Mrs. Sun came by; the tree asked her to help him, but she could not. Then came the Gray Wind and Mrs. Rain; they could not help him either. But one day the children came back. This time they brought construction paper and made leaves for the little tree out of green, red, yellow and blue paper, He was splendid to behold. Mrs. Sun, the Gray Wind, and Mrs. Rain were astounded at his beauty.

Arboles. Peter Usborne and Su Swallow, comp. Barcelona, Spain: Editorial Molino, 1973. Vendor: The Pan American Book Company, 4362 Melrose Avenue, Los Angeles, CA 90029 (212) 665-8000.

Preschool. Spanish. 1 Book, Hardbound (series).

This book is part of a set of encyclopedias for very young children and discusses the concept of trees.

Bilingual Early Childhood Program: Level Two. Southwest Educational Development Laboratory, P.O. Box 1003, Austin, TX 78767 (512) 385-7084, 1970, 1971, and 1973.

Preschool. Spanish/English. 2 Boxes.

This curriculum guide includes a unit on plants.

Flores y Frutas. Fernandez Editores, S.A. Calzada Mexico Coyoacan 321, Mexico 13, D.F. 1974. (905) 524-5630.

Preschool. Spanish. 1 Book, Softbound.

This coloring book, one of a set of six Pinto y Aprendo Ingles coloring books, can be used to teach the children the names of fruits and flowers for vocabulary development. Rhymes are included for each fruit and flower.

Las Plantas de Primeros Descubrimientos en la Ciencia. Gretchen B. Teschner. Elizabethtown, Pennsylvania: The Continental Press, 1974. Vendor: The Continental Press, Inc., Elizabethtown, PA 17022 (717) 367-1836.

Preschool. Spanish. 8 posters, 2 Guides, 8 Spirit Masters.

This kit is directed toward the very young child's understanding of the world of plants. The charts exhibit a basic concept, e.g., "Las plantas necesitan tierra, agua, aire, y luz". Spirit masters are included in the kit; each master represents a chart so that the teacher may pass out a sheet to each child as she goes through the charts. Two teaching guides accompany the material, one in Spanish, and the other in English.

Concepts are:

1. There are many kinds of plants
2. Plants grow in many places
3. Plants have different parts
4. The same parts of plants are not all alike
5. Plants grow from seeds, bulbs, and cuttings
6. Plants need soil, water, air and light
7. Plants have many uses
8. People eat different parts of plants.

Song's From T.V's Villa Alegre - I. Bilingual Children's Television, Inc. Peter Pan Records: n.d. Vendor: The Children's Book and Music Center, 4373 West Pico Blvd., Los Angeles, CA 90019 (213) 937-1825.

Preschool. Spanish/English. Phonodisc-33 1/3 RPM (series).

Contents include songs on: "Las Semillas (The Seeds), and Plantas y Animales (Plants and Animals).

FORCES OF NATURE

Preassessment:

Discussion of:

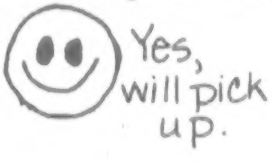
1. What are some of the sounds you hear each day?
2. Do you know what a magnet does?
3. Do you have electricity in your home, do you know how it works?
4. Have you ever heard the word evaporation?
5. How does gravity work?

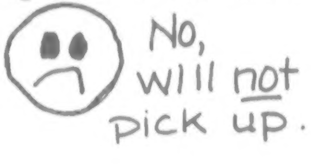
General Unit Objectives:

1. To give the children experiences in different forces of nature, sound, magnetism, electricity, evaporation, and gravity.
2. The children will develop auditory discrimination through use of the environment.
3. Children will experience positive and negative forces.
4. Children will do experiments with, and understand the meaning of evaporation.
5. The children will become aware of electric forces around them.
6. Children will learn the word gravity and how it affects their lives.

Alternatives:

1. Have the children listen to sounds indoors, and out.
   Example: birds, people, cars, wind animals, etc.
2. Provide snacks that will give experience in sound discrimination.
   Example: Loud: potato chips, celery, carrots, crackers, etc.
   Soft: bananas, marshmellows, bread, cheese, etc.
3. Make sound cans - place different materials (beans, rice, screws, rocks, etc.) in empty film cans. Identify or match sounds.
4. Make "telephones" with two cans and string to show how sound travels.
5. Experience different means of sound.
   cupping hands over ears
   plugging ears
   talking with hand over mouth
   plugging nose
   feel throat while talking
   blowing bubbles in water
   slapping water
6. Make rhythm instruments.
7. Listen to a tea kettle.
8. Have children distinguish what a magnet will and will not pick up.





9. Pick up objects with other medium between the magnet and the object. Example: paper, wood, glass, water, or metal.
10. Place iron filings on paper and move with a magnet underneath.
11. Fish pond - Make fishing poles with a dowel, string, and magnet. Cut out paper fish and attach paper clip for the mouth. Different concepts can be introduced: colors, shapes, or numbers.
12. Have experiences with attracting and repelling. Let the children feel the difference.
13. Experiment with static electricity.
    a. Rub an inflated balloon on hair and it will stick to the wall. Talk about how it makes the hair stand up.
    b. Stroke a piece of paper with a pencil and the paper will stick to the wall.
14. Talk about safety factors of electricity.
15. Discuss how electricity produces heat.
16. Make a collage of electric things from magazine pictures.
17. Make a mini terrarium with baby food jars.
18. Put a jar of water in the sun with something marking the water level and each day note the dropping water line. Use 3 different liquids and compare their evaporation.
19. Make a chemical garden.

    Materials:
    1) glass bowl
    2) pieces of charcoal or brick
    3) pieces of sponge
    4) 6 T. salt
    5) 6 T. laundry bluing
    6) 3 T. household ammonia
    7) 6 T. water
    8) food coloring

    Moisten rocks, charcoal and sponge--arrange in shallow bowl. Mix salt, bluing, water, and household ammonia. Reserve 3 T. salt. Pour mixture over objects in bowl and drop a little food coloring on top of the rocks. Sprinkle remaining salt over collection. The chemicals will change into feathery, flower-like crystals. The crystals continue to grow as moisture evaporates from the salt. When the chemical garden stops growing, add a few drops of water to activate it again.
20. Drop two different objects from the same level and compare the time they hit the ground.
21. Have children sit in a straight back chair with their feet flat on the floor and have them try to get up without moving their feet or bending forward.
22. Make a parachute with a square piece of cloth and tie the four corners with string and a washer for weight.
23. Have children blow feathers, kleenex, balloons, paper, etc. into the air to see what happens.
24. Have children jump and ask them how long they were in the air.

Fingerplays:

MY BALLOON

Here I have a new balloon.
(make a circle with thumb and pointer)
Help me while I blow;
Small at first, then bigger,
(make circle with arms)
Do you think it is big enough?
Maybe I should stop;
For if I give another blow
My balloon will surely POP! (clap hands)

AWAY UP HIGH IN THE APPLE TREE

Away up high in the apple tree,
One little apple looked at me.
I shook that tree as hard as I could,
Down came the apple,
Mmmmmm-mmmmm good!

BOUNCE AND CATCH IT

Bounce and catch it,
Bounce and catch it,
Bounce and catch the ball;
Bounce and catch it,
Bounce and catch it,
Do not let it fall.
(Have each child pretend to
bounce a ball, clapping his
hands as he catches it)

PIT A PAT

Pit a pat
What was that?
Eight small raindrops on my hat.
1-2-3-4-5-6-7-8.

PADDLE BLOCK BOAT

Most paddle boat construction requires measuring, sawing, and sometimes tedious craftsmanship. But a seaworthy PADDLE BLOCK BOAT can be ready for its maiden voyage in just a few minutes. Whether your "ocean" is the bathtub or a pond, the PADDLE BLOCK BOAT will churn its way through the water in a quick dash - with a little splash - and then calmly drift to a stop. A PADDLE BOCK BOAT is only used for short trips. The novelty is that the boat goes "by itself." A kid simply winds the paddle to send his ship off on a fantasy voyage.

Although the PADDLE BLOCK BOAT cannot carry much real cargo, a few extra wood scraps nailed or glued on, and a touch of art work makes the boat into any kind of ship you want it to be. Every PADDLE BLOCK BOAT you make will sail a little bit differently, depending on the size of the wood block, paddle, and rubber band. You might make two PADDLE BLOCK BOATS and race them. Remember to wind the paddle to make the boat go forwards. Now, can you figure out what makes the paddle turn, and why the paddle makes the boat go?

Materials:

a. scrap block of wood
b. thin strip of wood
c. 2 long nails
d. rubber bands

TOOLS

a. hammer

CONSTRUCTION

Find a small scrap block of wood. A cut-off from a 2 x 4 is perfect. Hammer the two long nails into one end of the block just far enough so that they won't pull out; keep them as wide apart as possible. Find a fat rubber band that is about as long as the distance between the nails. If the rubber band is too long, double it. If you have only skinny rubber bands, try using two or three together. Stretch the rubber band over the end of the nails. Find a thin scrap of wood for the paddle - one that fits easily between the nails and will protrude beyond their heads. Center the paddle between the rubber band, wind up the paddle, Fig.2, and you are ready for your first launch.

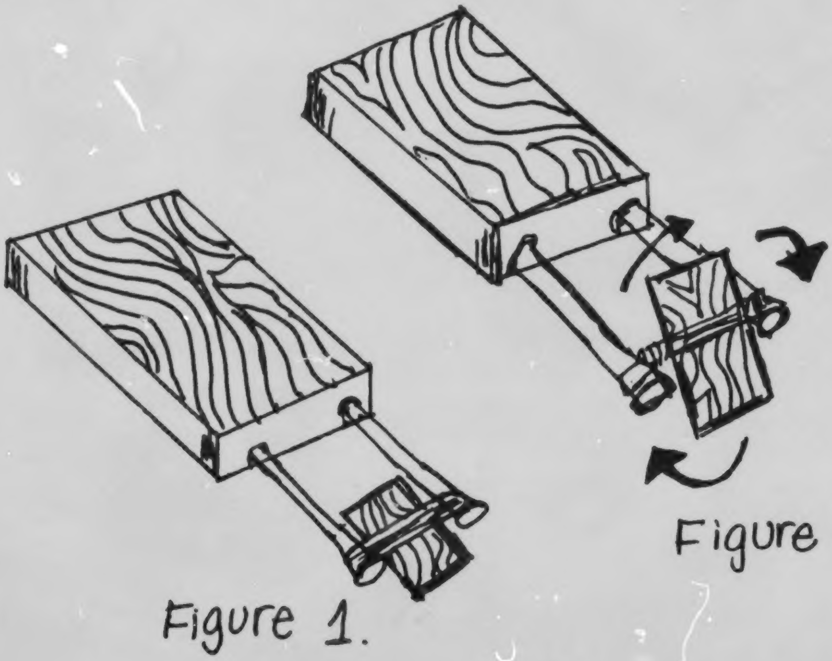


Figure 2.

Figure 1.

RESOURCES

Developmental Learning Materials
Auditory Training - Familiar Sounds NO-T-139-C
3505 North Ashland Ave.
Chicago, Ill. 60657

The Kindergarten Experience Unit
Bremerton School District, 100-C
Bremerton, Wash.

Mr. Wizard Science Secrets
by Don Herbert
Hawthorn Books, Inc.
Popular Mechanics Company
70 Fifth Avenue
New York, N.Y.

Rhymes for Fingers and Flannelboard pg. 119
Scott and Thompson
Webster Publishing Co.
St. Louis, MO.

TRANSPORTATION ON LAND, WATER, AIR AND OUTER SPACE

Preassessment:

A discussion of:

1. Have any of you taken trips?
2. What did you ride in?
3. What were the names of the people who drove (flew) you there?
4. Did you go by land, water, or air?
5. Did you do anything on the trip so you wouldn't get hurt?

General Unit Objectives:

1. The child will demonstrate a knowledge of the names of transportation on land.
2. The child will demonstrate an ability to match the name of occupations to the mode of transportation they go with.
3. Children will demonstrate orally in Spanish names of vehicles of transportation.
4. The child will demonstrate a knowledge of the differences in the forms of transportation.

Objectives for Transportation on Land:

1. The child will be able to orally name modes of transportation used on land.
2. The child will demonstrate the ability to match the names of people's occupations to the mode of land transportation.
3. The child will demonstrate the knowledge of knowing on what surfaces the mode of transportation travels.
4. The child will demonstrate the ability to use vehicles used on land safely.
5. The child will orally demonstrate the understanding of Spanish words for modes of land transportation.
6. The child will demonstrate a knowledge of the differences in the modes of land transportation.

Objectives for Transportation on Water:

1. The child will be able to orally name modes of transportation used on water.
2. The child will demonstrate the ability to match the names of people's occupation to the mode of land transportation.
3. The child will demonstrate the ability to use vehicles used on water safely.
4. The child will orally demonstrate the use of Spanish words for modes of water transportation.
5. The child will demonstrate a knowledge of the differences in the modes of water transportation.

Objectives for Transportation in Air:

1. The child will be able to orally name modes of transportation used in the air.
2. The child will demonstrate the ability to match the names of a person's occupation to the mode of air transportation.
3. The child will demonstrate the ability to use vehicles used in air safely.
4. The child will orally demonstrate a knowledge of the Spanish words for modes of air travel.
5. The child will demonstrate a knowledge of the differences in the modes of air transportation.

Objectives for Transportation in Space:

1. The child will demonstrate the ability to express the differences in space travel from other travel.
2. The child will demonstrate a knowledge of space terms in English and Spanish.

Post Test:

1. The child can name three land, two air, two water and one space mode of transportation.
2. The child can name two names of people that work on land transportation, one name of a person who works on water transportation, one name of a person who works on air transportation, and one for space travel and be able to match the person to the correct mode of transportation.
3. The child can name in Spanish one mode of transportation from land, water, air and space.
4. The child can tell the difference between two modes of transportation for land, water, and air.
5. The child can orally tell the difference between space travel and air travel.
6. The child can tell three ways to be safe in land transportation, two ways on water and one way in the air.

Activities for Land Transportation:

1. A pretend train trip (or change to bus or car).
   a. Materials
      1) seats for the train, which can be chairs
      2) tickets
      3) trainman's hat
      4) toy money
      5) suitcases
      6) dress-up for travelers
      7) paper punch

   Procedure: You will need a ticket salesman and his booth where passengers with play money can buy their tickets. Seats will be arranged in two's as they are in a train. The conductor will need the paper punch. He will call "All Aboard" and will announce the towns as the train approaches for each stop. The passengers will look out imaginary windows and make conversation with their partners about the interesting things they see.

2. Have a discussion where you ask the children how they got to school that morning. Talk about the different vehicles they came in and how they are the same and different, how to be safe on them and how they help people.

3. Have the children make a mural displaying various kinds of land transportation including tracks and roads. Have children draw trains and cars and put on the proper place.

4. A bulletin board could be made like the mural above but also leave a place to add the water, air and space transportation when these are covered. Each kind of transportation could be added after it was discussed, and new ones could be compared and contrasted to the ones already up.

5. Miniature cars and road games
Have the children tape sheets of art paper to the floor and give them magic markers to draw streets on the paper. Have them play with small cars and trucks and buses keeping them on the roads they made. Tracks and small trains could also be added.

6. Discuss some places the children would like to visit. Have the children cut tickets from construction paper, for those going by train or bus. Those who are visiting by car could take play money to buy "gas". Have the children talk about the fastest way to get where they are going and the slowest way, also how to have a safe trip.

7. In the gross motor area mark a "street" for the bicycles. You could have crossings where one student holds the stop and go signals for the other children.

8. Field trips could be taken to a:
    car and truck show room
    bus depot
    train depot
    taxi office and see a taxi cab - to see how it is different from a car

9. Learn the Spanish words for car, bus, train. This can be done when discussion takes place about transportation. The words can be used in English then in Spanish. Repetition is necessary.

10. Gross motor activity with learning the sounds that land transportation make and how they move. Then have the children act out the sounds and movement when the names are called out in English and/or Spanish.

11. When you go on the field trips tape the sounds of the land transportation vehicles that you see. Then play them back at school and have the children identify them. Give some clues if necessary.

12. Have the children hang on to each other by the waist and make train noises. Then into twos to be cars.

13. Send home a parent sheet on car safety and include good car safety. Ask them to discuss the information with their children.

14. At free play set out a set of Lego's that have wheels. Encourage the children to make cars, buses, trucks out of the Lego materials. They could play with their vehicles on the streets they made earlier.

15. Make large charts with pictures of people on one side and modes of transportation on the other side. Have strings going from the person so that the child can go to the board and pin the string from the person to the correct mode of transportation. If no pictures are available take some with a polaroid camera while on field trips.

16. Ask any parent who works on transportation or other community people who use types of transportation to come to class in the uniforms they wear to speak to the children.

Activities for Water Transportation:

1. Discuss and show pictures and have the children act out the way boats move, such as with oars, sails, paddles, and engines.
2. Read stories to do with water transportation like Your World, Let's Visit a Ship, by Billy N. Pope in Child Craft.
3. Art activities, such as making a boat from a walnut shell.
    a. Materials:
        1) an unbroken half of a walnut shell
        2) clay
        3) a piece of paper
        4) blunt scissors
        5) a pencil
        6) toothpicks
    b. Procedure: Carefully cut a walnut shell in half. Put a small wad of clay inside of a shell. Draw a sail about the size of a postage stamp and cut it out. Put a toothpick mast in and out through the sail. Stick the bottom end of the mast in the clay. Your boat is ready to sail. You can make several boats and put in the water table to play. Races can be held by blowing on the sails. This also shows how sail boats move.
4. Sailboats can be made out of food for snack time. Use peach, orange, apple halves or celery. Stick in a toothpick and have children cut out a triangle from a piece of paper into a shape of a sail.

5. During roll call use the Crossties picture cards, or other pictures which show different types of water transportation. Point out and discuss how they are the same and how they are different.
6. Use the rockaboat to pretend that it is a boat. Teach safety rules of not standing up, how to get in, and have life jackets available to have the children put on before they get into the boat. The rockaboat can also be used during free play with props available for the children to practice boat safety. Props could include captain's hat, life jacket, sailor hats, and a sail from cloth, a box could be made into a boat motor.
7. Game "Charlie over the Water"
   Charlie stands in the center of a circle. The pupils join hands and skip around, chanting the following rhyme:

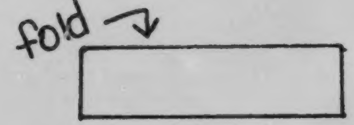
   "Charlie over the water
   Charlie over the sea
   Charlie caught a seagull
   But he can't catch me!"

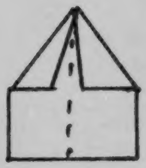
   After the last word of the song the children stoop down before being tagged by "Charlie" and the game continues.
8. Convert a cardboard boat into a rowboat with cardboard oars, and a sailboat with a cloth sail, and a motorboat with a cardboard motor. Have chairs inside for the passengers and have different props such as life jackets, hats, etc. available and use terms: sailor, captain, passengers.
9. Have the children role play different water transportation occupation roles. Have some props available.
10. Use the water table to use idea of things that will float on water and things that do not float. Talk about which do and do not float.
11. Wood working table: Have the children saw and make boats.
12. Teach the children through repetition the Spanish word for boat.
13. Learn a fingerplay about water transportation (see fingerplay sheets) and teach to children.

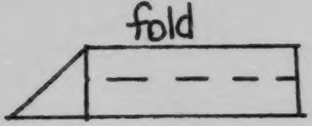
Activities for Air Transportation:

1. Read the book Amelia, The Sky Dreamer. Can be found at the library or in story books.
2. Show the children the language development cards or other pictures which show different types of air transportation. Discuss similarities and differences of the airplane, helicopter, and jet. Also discuss the names of the people working in air transportation, pilot, passengers, stewardesses.
3. Take the class to visit the local airport and arrange for the children to see an airplane inside as well as out. If possible they could also see a helicopter. Show the children the terminal and where tickets are bought and travel arrangements are made.
4. Invite a pilot to speak to the class about his job and to show the uniform he wears.

5. Have the children role play taking a plane trip. Line up chairs and have the children buy tickets and board the plane. Have a ticket seller and a stewardess to take the tickets. Have the captain announce take off and remind them to put their seat belts on. Have the stewardess pass refreshments. After all have had a chance to role play let those who are still interested use the set up as a free play activity.
6. Have the children pretend they are airplanes and spread their arms out and fly. Then have them fly like a helicopter noting how it is different to have the propellor over their heads and rotating. Then add the movements of the jet which would be very fast in comparison to the other airplanes.
7. Make a paper airplane to fly.
   Take a paper 8½ x 11 and color the paper on one or both sides. Fold the paper in ½ lengthwise and open paper, fold the top corners down to create a crease line. Fold the side flaps down to the fold.







8. At the wood working table have the children make airplanes out of pieces of wood.
9. At roll call use the Fisher-Price Airport Terminal with the airport and planes. Discuss the parts of the terminal and discuss the parts of the planes and helicopters and tell how they are different. Then let the children play with this activity during free play.
10. Roll Call
    a. Discuss terms used in airplane with matching the person to the mode of air transportation. If no pictures of pilots, stewardesses, ticket salesmen can be found take polaroid pictures of these people when going on the field trip. Have children match the pictures up while answering questions like:
       Which one is a helicopter?
       Which one is the captain of the airplane?
    b. Ask each child to plan a make believe plane trip and tell where they are going and what they will be seeing on their plane trip compared to what you might see on a water or land trip.

11. Read this poem on Airplanes and talk about what it tells you after you have read it. Discuss eating on planes and talk about how airplanes bring our mail to us.

Airplanes

In the sky the airplanes sail
With people and the mail.
As they fly along the way,
Folks eat dinner from a tray.
-Louise Binder Scott

12. Spanish word for airplane can be taught through repetition and added to those of land and water. Spanish modes of travel can also be reviewed. The teacher could say the word for a mode of travel in Spanish and check the child's comprehension by having him/her act it out.

Activities for Space Transportation

1. At roll call have a model rocket available or a picture of one and discuss the terms: space, planet, satellite, rocket, lift off, splash down and astronaut.
2. Make a mobile of planets which can be balloons of different sizes and the spacecraft can be made out of construction paper to show the relationship and where rockets go.
3. Sing songs such as "Whirly bird" or other space songs found in one of your music books.
4. During roll call have a picture of an astronaut in his suit and talk about who can and can't go into space.
5. Balloon rocket
   a. Materials:
      1) plastic drinking straw
      2) long straight ballons
      3) rubber band
      4) thin strips of scrap board (postcard size is perfect)
      5) scissors
      6) pencils
   b. Procedure: Cut a plastic drinking straw in half, push one inside the other. Insert the double straw a few inches into the balloon neck. Wrap a rubber band around the neck of the balloon several times to hold the straw firmly. Cut the cardboard into a 2 by 4 piece and put a notch in the middle after folding; slip it over the end of a balloon. Blow up the balloon and let go at an angle. This may be a good suggestion for parents to make their children at home or have volunteers make them in the classroom with children assisting.
6. At roll call show pictures of the moon and stars and explain that those are places that rockets go.
7. Children can model space ships with clay.
8. Read the poem and talk about how each mode of transportation is different.

The Rocket

A bicycle's fine for a long trip,
Up or down the street.
An automobile for a longer trip,
Off to another town.
An airplane's fine for around the world,
To many a far out place.
And a rocket, oh, for the longest trip,
Away into outer space.
-Leland B. Jacobs

9. Have the child bring or cut from magazines a picture of a car, truck, bike, motor bike, airplane, jet, etc. and explain how each is different.
10. Say the nursery rhyme:

Hey diddle diddle
The cat in the fiddle
The cow jumped over the moon,
The little dog laughed to see such a sport,
And the dish ran away with the spoon.

Discuss how the cow couldn't jump over the moon. But what does go to the moon?

11. Teach through repetition and recall the Spanish word for moon and stars.
12. Game - Have the children pretend to be rockets and bend down and count off to blast off 10-9-8-7-6-5-4-3-2-1 blast off!!! Have the children jump up.

NOTE - Many of the activities for one type of transportation will be adaptable to another.

LAND TRANSPORTATION FINGER PLAYS

The Engine

Here is the engine on the track, (hold up thumb)
Here is the coal car, just in back; (hold up pointer finger)
Here is the box car to carry freight; (hold up the middle finger)
Here is the mail car. Don't be late! (hold up the ring finger)
Way back here at the end of the train, (hold up the little finger)
Rides the caboose through the sun and rain.

The Train

Choo- Choo, Choo (slide hands together)
The train runs down the track (run fingers down the arm)
Choo - Choo - Choo (slide hands together)
And then it runs right back. (run fingers up the arm)

The Train

Here is the train. (make fist with right hand)
And here is the track. (Hold left arm level)
Choo choo forward; (place fist on arm move forward and back)
Choo choo back; (slide hands together)
Here are the wheels (rotate hands around each other)
Going clackety - clack.
Poof! Goes the smoke (move hands up quickly in mushroom shape)
From the big smoke stack.

The Wheels on the Bus

The wheels on the bus go round and round,
Round and round, round and round, (hold hands in front and roll one over the other)
The wheels on the bus go round and round, all through the town.
The driver on the bus blows his horn. BEEP, BEEP, BEEP. (press imaginary button)
The driver on the bus blows his horn all through the town.
The driver on the bus says "Pay your fare" etc.
The driver on the bus says "Move on back" etc.
The people on the bus go bump, bump, bump. etc.
The children on the bus jump up and down. etc.
The baby on the bus goes "Waa, waa, waa" etc.

This finger play can be added to and done by lining up the chairs to resemble a bus.

Auto

Auto, auto, may I have a ride? (make fists, thumb up, move one)
Yes, sir; Yes, sir; step right inside. (other thumb moves)
Pour in the water, (make like pouring water)
Turn on the gas.
Chug - away, chug - away, (pretend to hold steering wheel)
But do not go too fast.

WATER TRANSPORTATION FINGER PLAYS

Sailboat

Five little sailors in a sailboat; (hold up five fingers)
Number one said, "See us float." (move thumb)
Number two said, "Let's sail away." (move pointer finger)
Number three said, "Oh let's stay." (move middle finger)
Number four said, "Does the wind blow?" (move ring finger)
Number five said, "I don't know." (move little finger)
Then along came the wind,
Saying. . . . "Ooo-ooo-ooo."
And all of a sudden away the boat flew. (Move hands away)

The Boats

This is the way, all the long day,
The boats go sailing by,
To and fro, in a row,
Under the bridge so high.

(Use one hand as a boat and the other as a bridge and move hands back and forth under bridge.)

Row, Row, Row Your Boat

Row, row, row your boat,
Gently down the stream.
Merrily, merrily, merrily, merrily,
Life is but a dream. (Repeat)

(Fold arms high in front of chest with elbows extended and fisted hands meeting and reach and pull as if rowing.)

AIR TRANSPORTATION FINGER PLAYS

The Airplane

The airplane has great big wings; (arms outstretched)
Its propellor spins around and sings. (make one arm go around)
V V V V V V
The airplane goes up. (lift arms)
The airplane goes down, (lower arms)
The airplane flies high (arms outstretched, turn toward other side and
make dipping motion.)
Over our town!

RESOURCES

AIR, WATER, LAND, AND SPACE TRANSPORTATION

1. Kindergarten Keys
   Teacher's Guide Book
   The Economy Company
   Oklahoma City, OK

2. Rhymes for Fingers and Flannelboards
   Scott and Thompson
   Webster Publishing Co.
   St. Louis, MO

3. Crossties, a Basic Discovery Program in Early Childhood Education.
   The Economy Company
   Oklahoma City, OK

4. Play Book
   Steven Caney
   Workman Publishing Company
   New York City, NY

5. Child Craft
   Field Enterprises Educational Corporation
   Chicago, IL

6. Kindergarten Experience
   Bremerton School District
   Bremerton, WA

7. Let's Do Fingerplays
   Marion Grayson

8. Your World
   Billy N. Pope and Romona Ware Ennow

9. Children's Books

Title	Author	Publisher
I Want to Be A Bus Driver Space Pilot Ship Captain Train Engineer	Greene	Childrens Press
Railroad Engineers and Airplane Pilots	Greene	Harper

TRANSPORTATION

Automóviles. Peter Usborne and Su Swallow, comps. Barcelona, Spain: Editorial Molino, 1972. Vendor: The Pan American Book Company, 4362 Milrose Avenue, Los Angeles, CA 90029 (213) 665-8000.

Preschool. Spanish. 1 Book, Hardbound (series).

This book is part of a set of encyclopedias for the very young child, and explores the concept of cars.

Aviones. Peter Usborne and Su Swallow, comps. Barcolona, Spain: Editorial Molino, 1972. Vendor: The Pan American Book Company, 4362 Melrose Avenue, Los Angeles, CA 90029 (213) 665-8000.

Preschool. Spanish. 1 Book, Hardbound (series).

This book is part of a set of encyclopedias for very young children, and can be used to teach about airplanes.

Los Caminos, ¿Que Hacen?. Harper and Row, 1969. Department 363, 10 East 53rd Street, New York, NY 10022 (212) 593-7000.

Preschool. Spanish. 1 Book, Hardbound.

This story is about truck drivers and what they do.

Carreteras. Peter Usborne and Su Swallow, comps. Barcelona, Spain: Editorial Molino, 1972. Vendor: The Pan American Book Company, 4362 Melrose Avenue, Los Angeles, CA 90029 (213) 665-8000.

Preschool. Spanish. 1 Book, Hardbound (series).

This book is part of a set of encyclopedias for the very young child, and explores the subject of streets and roads.

El Carro de Bomberos. Organización Novaro, S.A., Calle 5, No. 12, Naucalpan de Juarez, Estado de Mexico. 1971. (905) 576-5505.

Preschool. Spanish/English. 1 Book, Hardbound.

This book narrates a story of a firehouse and the duties of firemen during a fire.

¡Trabajemos con Calle Sésamo!: Unidad de Transporte. National Textbook Company, Skokie, Illinois: 1976. Vendor: The National Textbook Company, 8259 Niles Center Road, Skokie, IL 60076.

Preschool. Spanish. 20 Reader Booklets, 20 Activity Booklets, 1 Guide, 1 Filmstrip and 1 Audiocassette.

The Sesame Street characters are utilized to teach about careers related to transportation.

Trenes. Peter Usborne and Su Swallow, comps. Barcelona, Spain: Editorial Molino, 1972. Vendor: The Pan American Book Company, 4362 Melrose Avenue, Los Angeles, CA 90029 (213) 665-8000.

Preschool. Spanish. 1 Book, Hardbound (series).

This book is part of a set of encyclopedias for the very young child. It may be used to teach about trains.

The Sing, Say and Speak Records: Spanish/English. Elena Páz and Jose Romero Fernández. Miller-Brody Productions, New York: n.d. Vendor: The Children's Book and Music Center, 5373 West Pico Blvd. Los Angeles, CA 90019 (213) 937-1825.

Preschool. Spanish/English. 1 Phonodisc-33 1/3 RPM.

Contents include songs about: "El Trencito - The Happy Train, El Cohete Celestial - A Trip in a Rocket Ship".

Vamos a Pasear. Froebel-kan, Tokyo: 1973. Vendor: Donars Productions, P. O. Box 24, Loveland, CO 80537 (303) 669-0586.

Preschool. Spanish. 1 Book, Hardbound.

Utilizing toys to present a concept of various modes of transportation, the Spanish text shows fire engines, cars, trains (diesel and coal), boats, police cars, and airplanes.

Vamos de Paseo. Freobel-kan, Tokyo: 1973. Vendor: Donars Productions, P. O. Box 24, Loveland, CO 80537 (303) 669-0586.

Preschool. Spanish. 1 Book, Hardbound.

This book of the Muñecos de Vegetales Series, explores the concept of recreational activities and travel modes.

CHILDREN IN OTHER LANDS

Preassessment:

Discussion of:

1. Do you know what "different" means?
2. How are the people in this room different?
3. Can people be a mixture of different things?

General Unit Objectives:

1. To make the children aware that the country in which they live is made up of different people and customs from all over the world.
2. To make the children aware that people live in different parts of the world.
3. To make the children aware that people in different cultures dress and look differently. Their physical features, such as hair, skin color, and shapes of eyes are different.
4. To help the children become aware of the different languages and to develop an awareness of the various languages by learning specific words in certain languages.
5. Children will learn about the various types of houses in which people live.
6. The children will become aware of different varieties of foods in various countries.
7. The children will learn about special occasions in other countries and how they vary from ours.

Activities:

1. Have the children make a paper mache' globe to show how the world is shaped. Have them discuss with you how countries are in different parts of the world.
2. Take a light, flashlight or lamp, representing the sun, and shine it on one side of the globe. Show the children how it may be daytime on one side of the world while it is nighttime on the other. Explain that this affects how people live and what they do. This will lead into a discussion on how seasons come at different times in different parts of the world.
3. Have the children cut out pictures from magazines such as Newsweek, Time, newspapers, and catalogs, showing people from other lands. Make a collage of the pictures or have the children paste the pictures on a world map showing the area from which the people come.
4. Send notes home with the children to the parents asking their assistance in providing information for their children to bring to school, information about their family heritage.

5. Take individual pictures or have children draw themselves as they wish. Place the pictures on the world map in the country from which their ancestors came.
6. Talk with the children about how our country is made up of a mixture of various countries and cultures. The Melting Pot - Have children participate in melting pot activities. They will melt different kinds of cheese or different colors of crayons in a pot. Using this activity, will show the children how different things (as different people) can mix together and form a new thing. You may use water and different food colorings and get the same effect.
7. Discuss how people dress differently in various parts of the world. A display can be made with objects from different countries and posters on display around the room. Have a dress-up corner for children to role play--a towel or sheet for an Arab, Indian costumes, hooded coats for eskimos, ponchos, sombreros or flowers in the hair for Mexico, and various other ideas. Parents may be helpful here.
8. Talk about our nations neighbors, Canada and Mexico, and point out these on the map. Discuss how people in countries may speak more than one language such as French in Canada, and Spanish in the U.S. and Mexico.
9. Teach the children some foreign words:

English	French	Spanish
hello	bonjour	hola
good-bye	au revoir	adios'
yes	oui	si'
no	non	no
one	un	uno
two	deux	dos
three	trois	tres
four	quatre	cuatro
five	cinq	cinco

10. Have the children sing "Alouette" and do motions. Read aloud and discuss the book, Children of the World Say Good Morning.
11. Have the children draw a picture of their own homes as they visualize it. Discuss how their homes are alike in many ways and different in others.
12. Have on display pictures or posters showing the different types of homes such as conventional, mobile homes, motels, hotels, cabins, apartment houses and hogans.
13. Discuss through pictures and stories how homes have evolved in our country from the teepee, sod hut, log cabin, and igloos.
14. Show film on homes in other countries:
    a. U.S. homes like ours
    b. Africa - grass huts
    c. Mexico - adobe houses
    d. Island homes in Malaysia - houses on stilts
    e. China - bamboo huts, clay and brick homes
    f. Oriental - house boats

15. Sing to the tune of "Mulberry Bush."

    If I were an Eskimo, an Eskimo, an Eskimo,
    If I were an Eskimo, I'd have a big dog team and sled.
    I should wear a parka warm, a parka warm, a parka warm,
    I would wear a parka warm as I traveled on my sled.
    My home would be an igloo round, an igloo round, an igloo round,
    My home would be an igloo round in the land of the midnight sun.

16. Provide miniature marshmallows and let the children try and build small igloos.
17. Discuss with the children the various types of food we eat including fruits, vegetables, dairy products, fish, meat and poultry. The children's snacks would make a good topic for discussion here. Note that some of the foods we eat are common in other lands.
    (SEE RECIPE SECTION)
18. How are meals eaten in other countries?
    a. Tell the children that in our country family members sit at the table and use silverware.
    b. In China and Japan, people sit on the floor to eat and use chopsticks. Have someone from the community who is Oriental come to school and let the children experiment with chopsticks.
    c. In India, people sit on the floor for meals and scoop up stew with folded pieces of chappati (a type of pancake).
    d. In some countries, people cook and eat outdoors in tents.
19. At this time it would be a good learning experience for the children to help prepare some snacks and have the parents bring in some traditional snacks and have a tasting fair of foods from different lands. Appropriate costumes can be worn.
20. American Indian Day:
    This comes in September and this is a good time to talk about the people who are native to this country. Tell the story of Hiawatha.
21. Make Indian headdresses using light weight poster board long enough to fit the head of the child. Use construction paper for feathers and use Indian symbols.
22. Use macaroni dyed with different food coloring or colored plastic drinking straws cut in short pieces. Use a plastic cord and encourage children to follow a patterning sequence of colors.
23. Dress children in their headdresses and necklaces and sing "Ten Little Indians" while dancing around an imaginary fire.
24. Thanksgiving:
    Discuss the family togetherness celebrated in America and let the children tell how they celebrate Thanksgiving. Tell about how the First Thanksgiving was celebrated.
25. Hanukkah:
    This is the Jewish feast sometimes called the Feast of Dedication or the Feast of Lights. Discuss with the children how this usually falls in December and lasts eight days. Gifts are exchanged and contributions made to the poor. If there is a Jewish child in the class, he may be able to bring a Menorah to class and tell about the customs.

26. Christmas:
Discuss Christmas and show the children how to make pinatas from Mexico. Let them fill the piñata with candy and participate in the breaking of it. Discuss why Christians celebrate the birth of Christ and read the Christmas Story from the Bible. Sing traditional Christmas carols which tell the story of Christ's birth.

27. Chinese New Year:
Sun Neen is the name for the Chinese New Year. Make a paper dragon helping the children become aware of this custom. Take a large box to fit over the child's head and shoulders with flaps cut to fold up for the eyes. Using different colors of paper cover the box and use paints to paint a mouth and other decorations on the face. Outline the box in black and paint the entire box. The teacher can attach a sheet to the box with staples. Make the sheet big enough for children to get under. Explain to the children that this is a feast held in the evening involving all family members. They have bird's nest soup, rice, wine, lichens, and shark fins, along with roast duck, pheasant, partridge and many kinds of seafood.

28. Japanese New Year:
Explain that in Japan, New Year is usually observed January 3rd and is unofficially observed the rest of the month. It is traditional to see the sunrise, go to a local shrine, pay visits and enjoy special foods made with rice. Homes may be decorated with pine or bamboo. Children may dress up in Japanese costumes and have a festival procession.

29. St. Patrick's Day:
Explain tradition of St. Patrick's Day and play Irish records, decorate classroom and make Leprachauns. See Resource: Play "Who Is Wearing Green Today?" sung to the tune of Mulberry Bush. Children form a circle and those children answering the question step in the circle and sing, then skip around inside the circle.

Who is wearing green today, green today, green today?
Who is wearing green today, Who is wearing green?
I am wearing green today, green today, green today.
I am wearing green today, I am wearing green.

30. Passover:
This is the Jewish day for celebrating freedom. The Hebrews (Jews) were in slavery many hundreds of years ago, but were led out of slavery by Moses. The book of Exodus tells the story of the angel that "passed over" the homes of the Jews and saved the first-born of their families from being killed. If there is a Jewish child in the class, try and invite a parent or rabbi to class to explain this to the children.

31. Palm Sunday and Easter:
Discuss with the children that Easter is the day Christ was risen from the dead and that Palm Sunday is the day, celebrated the Sunday before Easter, when Christ rode into Jerusalem for the Passover. Explain that it is called Palm Sunday because the crowds that came to see Him spread palm branches before Him as he rode into town on a donkey.

32. Lei Day in Hawaii:
Lei Day in Hawaii is celebrated May 1. Have children make leis after explaining that leis are garlands of flowers, from real or paper flowers by stringing the blossoms togethers. They may give the leis to someone they love to show their spirit of friendliness and good will, which Lei Day is all about.

33. Cinco De Mayo:
This is a Mexican holiday celebrated May 5. Discuss with the children the value of freedom. This day the Mexicans won the Battle of Pueblo from the French who had more than twice as many men. The French were well trained, but the Mexicans had the spirit to win because it meant their freedom. Tell the children about the battle cry, "No Pasaran!" which means "They Shall Not Pass!" Make tortillas for snack.

34. Kamehameha Day in Hawaii:
Explain to the children that King Kamehameha was a very tall and very handsome ruler of Hawaii before it became part of the U.S. He helped educate the Hawaiian people. Hawaiians celebrate this day during the summer with ocean sports, surfboarding, swimming, canoeing and outrigger races. The evening begins with a torchlight parade led by a tall, handsome Hawaiian dressed in the yellow feather cape and helmet that once belonged to the king. The parade ends at the capitol grounds in Honolulu with a huge luau. After the meal, many join in the hula and singing. Invite someone to teach the hula basic movements. Snack might consist of pineapple or other tropical fruits.

35. Independence Day, July 4th:
Discuss that our country once belonged to England and July 4, 1776 marks the day when the Declaration of Independence was signed and our government was organized. We celebrate with parades, flags, patriotic speeches and picnics. Many people have public fireworks displays. Talk about what it would be like to be under the rule of another country. Make flags and drums and have a parade.

36. This unit could end with the discussion of how variety makes the world more interesting. To the tune of "Skip to my Lou" sing and dance:

What if all flowers were small and blue?
What if all birds sang the same song too?
What if your friends looked just like you?
What a dull world this would be.
I'm glad that the flowers are different, each one.
I'm glad that the birds sing their own little song,
If we don't look alike we know that's not wrong,
It's fun to be different, you see.

Materials:

a. Materials for paper mache' globe - paper, balloon, liquid, starch, and paint.
b. Light, flashlight or lamp.
c. Magazines for cutting pictures of people from other lands.
d. Pot or dutch oven and crayons or cheese for "melting pot."
e. Costumes from different countries for dress-up corner, including, sombreros, ponchos, burlap sacks, towels, or sheets, hooded fur coats, flowers, etc.
f. Resources for reading, and learning foreign words, cards.
g. Paper for drawing pictures
h. Pencils and scissors.
i. Posters.
j. Films and film projector
k. Macaroni and string for making Indian necklaces.
l. Large box for Chinese New Year Dragon.
m. Flowers or paper for making leis.

RESOURCES

Songs

1. Making Music Your Own. Silver Burdett Co. Morriston, N.J.
2. Talkabout. Judith Pasamanick, an Early Childhood Language Development resource song - "Alouette."
3. Multi media Kit
4. Singer Education Records

Books

1. Crossties Trolley Books
   a. Hanukkah, The Festival of the Lights
   b. Feliz Navidad, Felices Pascuas
   c. Sun Neen, The Best Time of the Year
   d. El Cinco De Mayo
   e. Squanto
2. Children of the World Say Good Morning. Herbert McClure, Holt, 1963.
3. Learning Through the Year. Set A by Doris Edmund - songs, games and activities for holidays and seasons.
4. Singer Education - a map of Mexico and other countries.
5. Crossties - A basic discovery program in early childhood education, Teacher's Manual, The Economy Co., Oklahoma and Indianapolis, Discovery Cards.
6. Children's Books

Title	Author	Publisher
A Dog Team for Ongluk	Shannon	Melmont
Pablo, Boy of Mexico	Amescua	Brittanica Books
The True Book of Little Eskimoes	Copeland	Childrens Press
Stick-In-the-Mud and Juan	Ketchum	Whitman
Ma Lien and the Magic Brush	Kimishima	Parents Magazine
A Stocking for a Kitten	Kay	Hale

Mi Arte

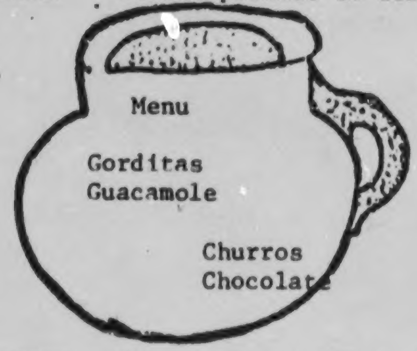
Dicho:
La experiencia es
madre de la ciencia.

★ Arts and Crafts are pictorial representatives of our culture. They represent our forefathers' creativity and ingenuity; They give us a sense of ethnic pride and identity.

HAVE A MEXICAN FIESTA

Invite parents to come and visit your classroom and have fun!

Food -



Menu

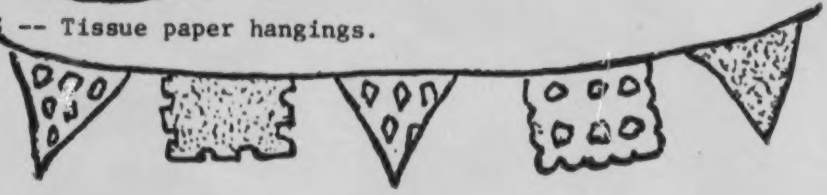
Gorditas
Guacamole

Churros
Chocolate

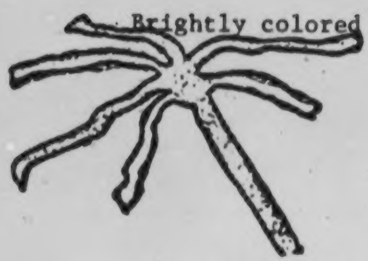
MAKE INVITATIONS -

PLAN A MENU -

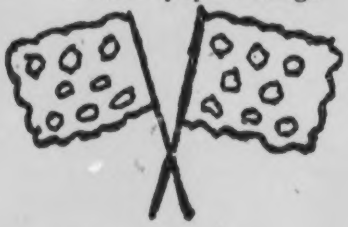
DECORATIONS -- Tissue paper hangings.



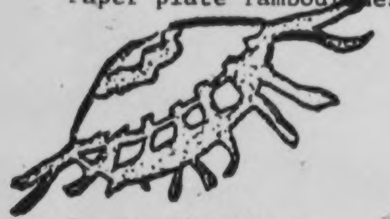
Brightly colored streamers



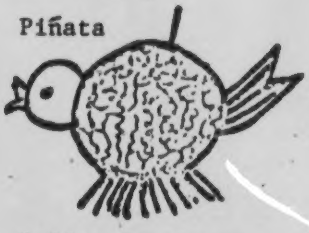
Tissue paper flags



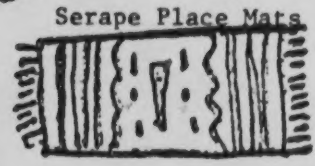
Paper plate Tambourines



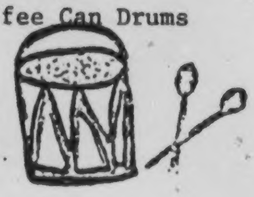
Piñata



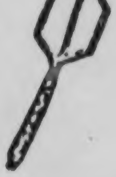
Serape Place Mats



Coffee Can Drums

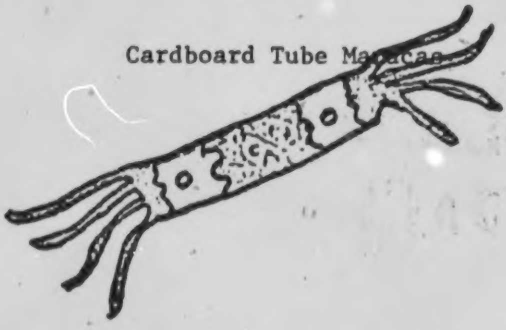


Egg carton rattles



Rhythm Sticks

Cardboard Tube Maracas



ARTS & CRAFTS

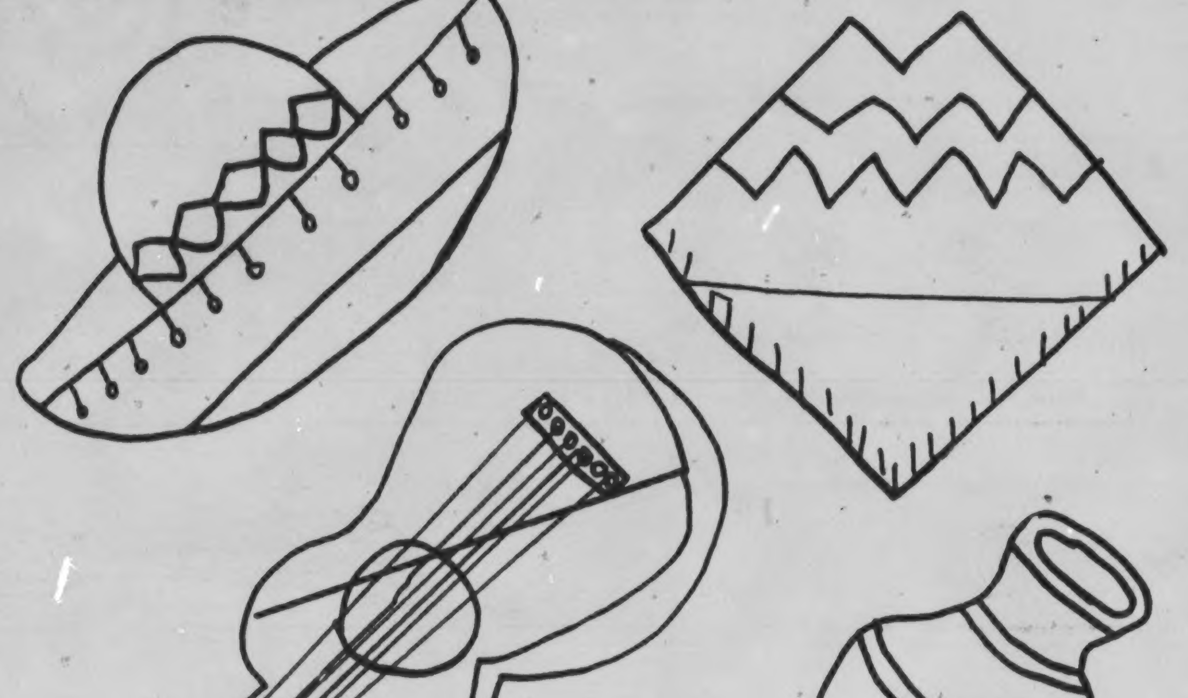
Classroom Activities:

Activities included are either teacher-made or can be made by children under the teacher's supervision.

1. Masks - Mask making is one of the creative activities that can be enjoyed by children of all ages.
    a. Kinds:
        1) paper bag masks
        2) cloth bag masks
        3) paper plate masks
        4) folded paper masks
        5) discarded large detergent container masks
2. Puppets - Puppets are fun to make and to manipulate. Puppets can be made to represent animals, people, and other movable forms.
    a. Kinds:
        1) paper bag puppets
        2) sock or glove puppets
        3) finger puppets
        4) stick puppets
        5) paper maché puppets
        6) paper towel tube puppets
        7) paper plate puppets
    b. Idea - Have a puppet sing a song or tell a story in Spanish.
3. Pinata
    a. Materials:
        1) wheat paste
        2) newspaper strips
        3) tissue paper
        4) large balloon
        5) hard candy, individually wrapped.

b. Procedure:

1) Inflate a large, round balloon.
2) Cover it with several layers of newspaper strips soaked in wheat paste.
3) Allow it to dry thoroughly. When dry, gently prick the balloon to let air out.
4) Cut a small hole at top of pinata and fill with candies.
5) Decorate the pinata with brightly colored tissue paper squares.
6) Attach a string to the pinata and hang. (Sing a pinata song as you break it).



Name Tags

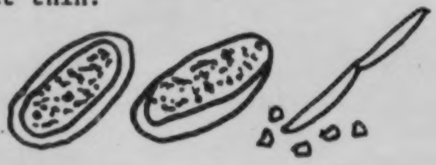
習水

CHOP SUEY

(Chop Shoo) - from Hong Kong

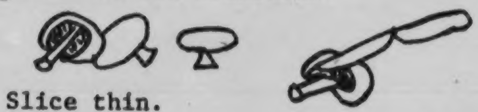
Prepare the following ingredients & set aside in separate piles:

2 pork steaks (2/3 pound). . .
cut thin.



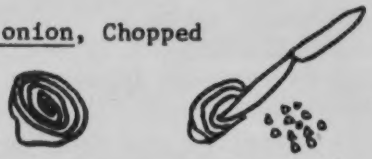
Trim fat. Cut in 1/4 inch cubes.

Mushrooms: either one of the following -
2 dried mushrooms (soak 10 min.)
or 4 large fresh mushrooms,
or 1 small can mushrooms

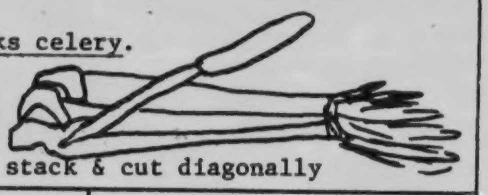


Slice thin.

1/2 onion, Chopped

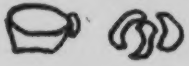


3 stalks celery.



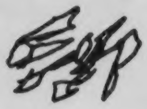
clean, stack & cut diagonally

1/2 cup shrimp.
Wash

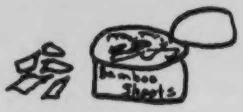


(raw chicken can be cut in small pieces & used instead)

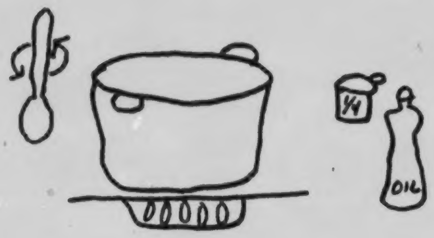
1 1/2 pound bean sprouts



1 small can bamboo shoots



Cooking:



Put a 4 quart kettle on high heat.
When very hot, add 1/4 cup oil.

Add pork, & salt to taste.
Keep stirring about 1 minute

Add mushrooms, then onion, then celery.
Cook 1 minute, stirring constantly.
Add shrimp (or chicken), bean sprouts, bamboo shoots, and 1/2 cup water.

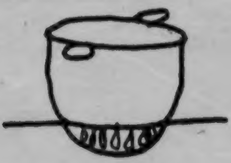
Adding and cooking these ingredients should take 5 minutes.

Salt generously to taste

Cover, turn heat low, & cook 5 minutes more

Chop Suey - cooking (continued)

Add the sauce (see below), and 3 shakes of MSG (if desired).



Cook one minute more.

Vegetables should still be crisp.

Serve, sprinkled with sesame seeds.

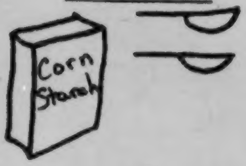
楊有仙 Cynthia Wong

區玉珍 Helen Lew

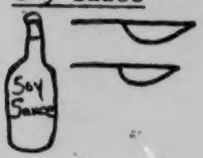
Sauce:

Mix together:

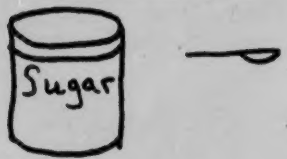
2 tablespoons Cornstarch

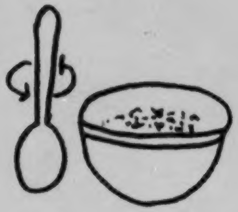


2 tablespoons Soy sauce

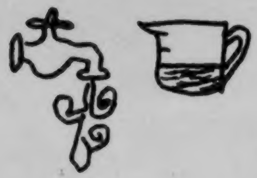


2 teaspoons sugar





Add 1/2 cup cold water. Stir.



Add to the chop suey as the directions above say.

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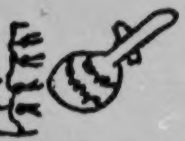
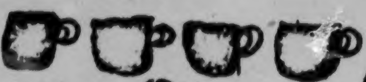
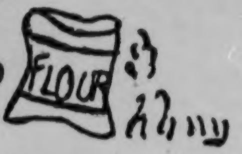
Sopapillas

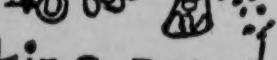


4 cups flour

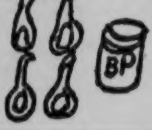




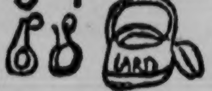
1 teaspoon salt



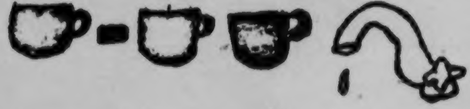
4 teaspoons baking powder



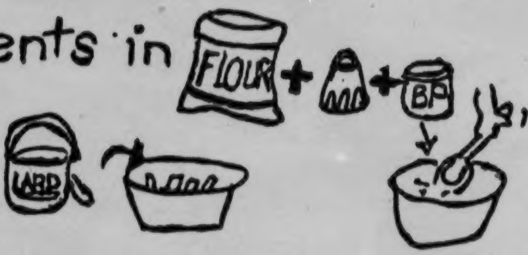
2 teaspoons lard



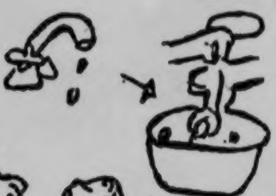
1-2 cups water



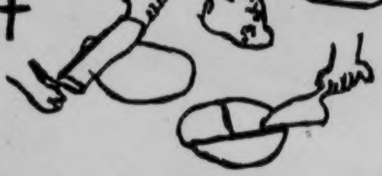
Mix dry ingredients in a bowl.
Then add lard.



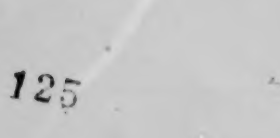
Add water and mix well.



Roll out small amounts of dough and cut in four pieces.

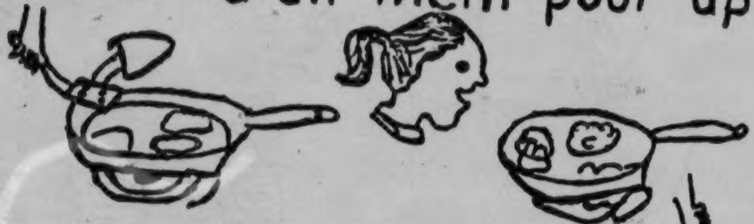


Fry in very hot fat.

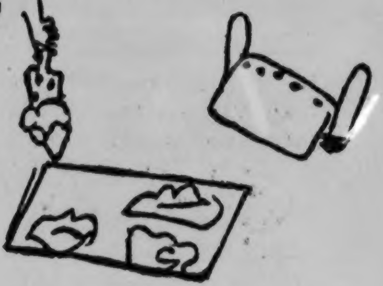


Sopapillas cont'd.

Turn sopapillas over quickly and watch them poof up!



Remove to paper towel as soon as they are golden brown.



Eat with honey.

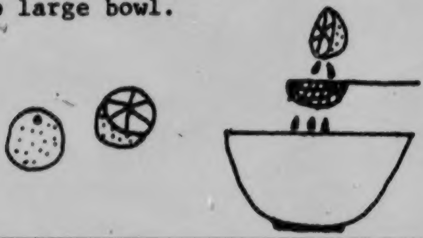
ENSALADA DE FRUTAS

Fruit Salad - Ecuador

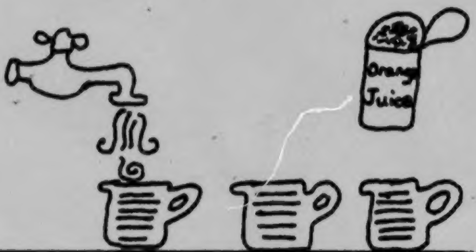
Ingredients:

- 2 grapefruit
- 1 12 ounce can frozen orange juice
- 3 cups water
- 1 papaya
- 3 bananas
- 1 tall can sliced pineapple
- 1 orange
- 2 tablespoons vanilla
- 3/4 cup sugar

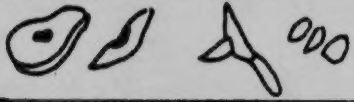
1. Cut grapefruit in half. Squeeze juice through sieve into large bowl.



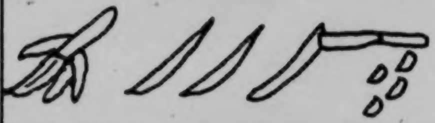
2. Add orange juice and water.



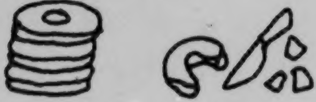
3. Cut papaya into sections. Take out seeds. Peel. Cut into very small pieces. Add.



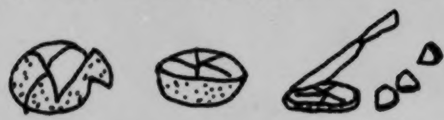
4. Quarter banana lengthwise. Cut into small pieces. Add.



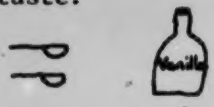
5. Cut pineapple slices into small pieces. Add to bowl along with its juice.



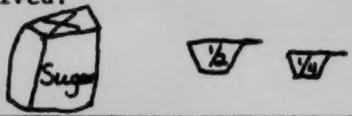
6. Make 4 lengthwise cuts through orange peel. Peel. Slice crosswise. Cut into small pieces. Add.



7. Add 2 tablespoons vanilla, or to taste.



8. Add 3/4 cup sugar. Stir thoroughly until sugar is dissolved.



Vary fruits or amounts with the season. Suggestions: melons, peaches, etc.

Serve in glasses with spoon. It's good chilled. Stores well in the refrigerator.

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Laramie, Wyoming 82070

Thit xaò chua

(Tit́sow chewow)

Vietnamese Sour Beef

This dish is served every day in Viet Nam, made with a different vegetable each day.

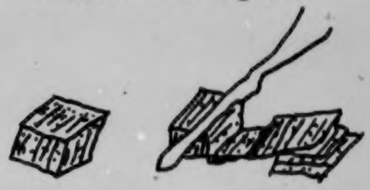
Ingredients:

- 1 pound round roast
- 1 medium onion
- 2 cloves garlic
- 2 Tablespoons cornstarch
- 1 cup water
- 2 Tablespoons vinegar
- 1 Tablespoon sugar
- *1 tomato
- 3 Tablespoons oil
- 3 Tablespoons soy sauce
- Pepper to taste

*Or substitute any of the following: green beans, cauliflower, broccoli, chinese cabbage, bean sprouts, celery, cabbage, turnips, red or green pepper.

Preparation:

Trim the meat carefully. Cut in chunks. Then slice in 1/4 inch slices.



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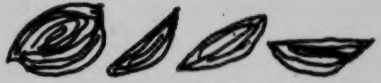
Peel the onion. Cut in half lengthwise, then into sections, like an orange.



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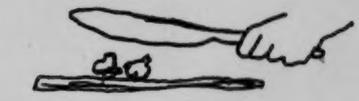
Put garlic cloves on a board. Slap hard with the broad side of a knife blade to flatten. Then peel.



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Wash and cut tomato into wedges.

……

In small bowl put 2 Tablespoons cornstarch. Stir in 1 cup water. Add 2 Tablespoons vinegar and 1 Tablespoon sugar. It should be a little more sour than sweet.

Cooking:

Heat 3 Tablespoons oil in skillet (350). When hot add garlic. Add onions, stirring about 1 minute.
Add meat, 3 Tablespoons soy sauce, and pepper to taste.
Add cornstarch sauce.
Let simmer about 5 minutes.
Just before serving add tomatoes (or other vegetable). Cook 1 or 2 minutes. Remove garlic.
Serve over lettuce or rice.

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Laramie, Wyoming 82070

ΤΟΥΡΛΟΥ

(Towrlou)
Greek Stew

Ingredients:

- 1/3 cup shortening (preferably olive oil)
- 4 zucchini
- 2 eggplant
- 1 onion
- 8 cloves garlic
- 3 potatoes
- 1/2 bunch parsley
- 1 1-pound can green beans
- 1 1-pound can whole tomatoes
- garlic powder to taste
- salt and pepper to taste
- optional - lamb cut in 1-inch cubes, or ground beef in 1½ inch balls

Preparation:

- Peel onion and garlic
- Wash and peel zucchini and potatoes (cut potatoes in small pieces)
- Wash parsley
- Wash eggplant and peel 1 slice in each direction to completely encircle the eggplant.

Cooking:

- Warm 1/3 cup oil in 6 quart pan.
- Cut up onion and garlic into it.
- Cover and let cook until half golden.
- Slice zucchini and set aside.
- Add potatoes to pan.
- Quarter eggplant lengthwise along the lines which were peeled before. Then cut sections in 1/2 inch slices.
- Cut up parsley - add.
- Add zucchini.
- Mash potatoes - add.
- Add beans.
- Add 2 cups water (if meat is used, water must be enough to cover it).
- Add salt, pepper, and garlic powder to taste.
- Cover and cook (when the water boils, turn down the heat and continue cooking) until tender - about 45 minutes.
- If meat is used, brown in oil before adding the onions.

Serve:

With wine, homemade bread, and salad.

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Laramie, Wyoming

CHILDREN OF OTHER LANDS

Children's Songs and Games from Ecuador, Mexico and Puerto Rico. Henrietta Yurchenco. Folkways Records, New York: 1977. Vendor: The Bi-lingual Publications Company, 1966 Broadway, New York, NY 10023 (212) 873-2067.

Preschool. Spanish. Phonodisc-33 1/3 RPM.

Recorded on site by Henrietta Yurchenco.

Children's Songs of Mexico. Robert McLaughlin and Lucille Wood. Bowmar Records, Los Angeles: n.d. Vendor: Children's Book and Music Center, 5373 West Pico Blvd., Los Angeles, CA 90019 (213) 937-1825.

Preschool. Spanish. Phonodisc-33 1/3 RPM.

Part of the Word Culture series.

Christmas in Mexico. World Book Encyclopedia, Inc., Chicago: 1976. Vendor: World Book Encyclopedia Inc., P. O. Box 3405, Chicago, IL 60654 (312) 341-2424.

Preschool and Staff. Spanish/English. 1 Book, Hardbound.

This book is part of an ongoing series planned by World Book Encyclopedia to describe Christmas in various countries of the world.

Cultural Awareness for Young Children at the Learning Tree. The Learning Tree, Dallas: 1975. Vendor: University of New Mexico Bookstore, University of New Mexico, Albuquerque, NM 87131 (505) 277-5451.

Staff. English. 1 Book, Softbound.

Contents include: Black culture, Cowboy culture, Eskimo culture, Mexican and Mexican-American cultures, Native American culture, Oriental culture.

Ethnic American Minorities. Harry A. Johnson. R. R. Bowker, New York: 1976. Vendor: R. R. Bowker, P. O. Box 1385, Ann Arbor, MI 48106

Staff. English. 1 Book, Hardbound.

Cultural pluralism is the goal, with particular emphasis given to four of the larger minorities in America.

Five Families. Scholastic Magazines, 1972. 50 West 44th Street, New York, NY 10036 (212) 567-7700.

Preschool. Spanish/English. 1 Box - 5 Filmstrips, 5 Cassettes.

The Indian Child. Parents' Magazine Films, Inc., New York: 1976. Vendor: Parents' Magazine Films, Inc., Department F, 52 Vanderbilt Avenue, New York, NY 10017

Preschool and Staff. English. 5 Filmstrips, 5 Booklets, 3 Audiocassettes, 1 Guide.

This kit serves to explore the American Indian culture.

Information and Materials to Teach the Cultural Heritage of the Mexican-American Child. Bi-lingual Program of Education Service Center, Region XII, Austin: 1976. Vendor: The Dissemination and Assessment Center for Bi-lingual Education, 6504 Tracor Lane, Austin, TX 59872 (512) 458-9131.

Preschool and Staff. Spanish/English. 1 Book, Spiralbound.

This book covers such subjects as history, national overview of Mexico, places of interest to the visitor, holidays, arts and crafts, native foods, poems, songs, and games.

Latin American Children Game Songs. Henrietta Yurchenco. Folkways Records, New York: 1968. The Bi-lingual Publications Company, 1966 Broadway, New York, NY 10023 (212) 873-2067.

Preschool. Spanish. Phonodisc-33 1/3 RPM.

The songs were recorded on location in Mexico and Puerto Rico by Henrietta Yurchenco.

Mexican Folk Dances. Bowmar Records, Los Angeles: 1966. Vendor: The Children's Book and Music Center, 5373 West Pico Blvd., Los Angeles, CA 90019 (213) 937-1825.

Preschool. Spanish. Phonodisc-33 1/3 RPM.

Traditional cultural dances of Mexico and the American Southwest are included in this album.

Multicultural Resource Booklet. Tucson School District #1, 1010 East 10th Street, Tucson, AZ 85717 (602) 791-5116.

Preschool. English. 1 Book, Softbound.

Included are: Blacks, Chinese, Jews, Navajos, Papagos, Spanish-speaking, and Yaquis.

Posters of Mexican Children. RAF, S.l: n.d. Vendor: The Pan American Book Company, 4358 Melrose Avenue, Los Angeles, CA 90029 (212) 665-1241.

Preschool. No Text. Seven (7) Posters.

These colorful posters depict very young Mexican children, both boys and girls, in native dress. The illustrations are full of whimsy and the art is stylized. Many of the children are holding musical instruments, some are on horseback, others surrounded by flowers.

The Puerto Rican Child (part of series: "...With Pride to Progress, the Minority Child"). Aixa Figoeroa de Berlin. New York: Parents' Magazine Films, Inc., 1976. Vendor: Parents' Magazine Films, Inc., 52 Vanderbilt Avenue, New York, NY 10017.

Preschool and Staff. English. 5 Filmstrips, 5 Booklets, 3 Audio-cassettes, 1 Guide.

Contents include: The Old Home and New, Three Generations, Life with Puerto Rican Parents, The Formative Years, and Pride in Belonging.

Who Am I? National City School District, P. O. Box Y, 1500 North Avenue, National City, CA 92050 (714) 474-6791.

Preschool. English. 1 Book, Softbound.

Contents include: Spanish-speaking, Indians, Orientals, and Blacks.

BIRDS, SPIDERS, INSECTS AND WORMS

Preassessment:

In discussion form, talk about the following to see what the children's knowledge is of birds, spiders, insects and worms. Have pictures of these for the children to view.

1. Do you know the names of some birds?
   Where do they live?
   Where do they go in the winter?
   What do they do that is good or bad?
   What do birds look like? (two legs and feathers)
2. Can you name some insects? (bee, ant, ladybug, grasshopper, butterfly)
   What do they look like? (6 legs, 3 sections to the body that has a skeleton on the outside)
   Where do they live?
   What do they do that helps us or hurts us?
3. What do spiders do?
   What do they look like? (8 legs, 2 sections to a body that has a skeleton on the outside)
   What things do they do that help or hurt us?
4. What do worms do?
   Where do they live?
   What do they do that helps or hurts us?
   What do they look like? (no legs and no skeleton)

General Unit Objectives:

1. The child will become aware of the distinguishing features, habits, and habitats of birds, spiders, insects, and worms.
2. The child will demonstrate an understanding of the life cycle of birds, spiders, insects, and worms.
3. The child will demonstrate a knowledge of ways in which birds, spiders, insects, and worms are helpful and/or harmful.
4. The child will recognize the difference between spiders, birds, insects, and worms.

Activities:

1. Play the record "Flight of the Bumblebee" by Rimsky-Korsakov and let the children guess what insect it is. Have them fly around like bees.
2. Make up a worksheet where on one side of the page are pictures of an insect, bird, etc. and on the other side (not directly across) is a picture of their home. Child must match this up, by drawing a line from one to the right home. Or, at roll call, you could have pictures of habitats and ask children to name what lives there.

3. Have a worksheet or do with pictures, and have the three that belong and one that does not. The child picks out one that does not belong. He can start with three just the same and one that is very different, and then move to three types of birds and one insect, or three types of insects and one spider.
4. Order a Butterfly Garden from Nasco, Inc. (see Sources)
5. Use the posters in Kindergarten Keys to show the children when talking about a specific bird, insect, spider, or worm.
6. Art activity:
   a. Making ladybugs out of smooth rocks--have the children paint smooth rocks red with tempera paint; let dry and paint on black dots; glue black rice for six legs.
7. Play the records "Dandy Lions Never Roar!"; "Spiders, Bugs, and Snakes"; and "Little Critters".
8. Discuss the difference between spiders and insects in their bodies and number of legs. Add that worms have no legs and no skeleton. Make from clay the different shapes to illustrate. Children might also want to make bodies out of clay.
9. Play the songs "Grasshopper and the Ant" and "The Boa Constrictor" from the record "Kid's Stuff".
10. Play "Follow the Leader" after discussing that this is the way ants follow their leader, the queen. Discuss that the queen goes first and the workers follow. Then, play the game!
11. Have the children crawl forward and backward, carrying objects on their backs. Discuss how ants can carry twice their own weights.
12. Have the children pretend to be an ant colony. Place bean bags at the end of a "tunnel". Have the queen sit in a chair while the workers go through the tunnel and bring back "food" or bean bags.
13. At snack time, have toast with honey. Discuss how we get honey and have a honeycomb available for the children to see. Also, have flowers available to show the source of the honey.
14. Crossties has a chart on different insects in the "Summer Grand Central Book". Use this to show the differences and similarities of the insects.
15. Have pictures of an ant colony and a beehive for discussion. Talk about the similarities of the two, discussing the terms "queen" and "workers". Both have the same number of legs.
16. Order an Ant Colony from Nasco, Inc. (see Sources)
17. Cover part of a wall with egg cartons to create a "beehive". Have the children make bees of construction paper and place them inside the hive to demonstrate the jobs that queens, drones, and workers do.
18. Make the snack "Honey Yums" in the classroom.
    a. Put in a big bowl one cup of the following:
        1) peanut butter
        2) powdered sugar
        3) Rice Krispies
        4) honey
        5) raisins
    b. Make into balls and put on wax paper.
    c. Discuss where honey and other ingredients come from.

19. At roll call, ask the children what they would like to be - a bird, spider, insect, or worm. Ask why. Have the children act like one and have the others guess what they are.
20. With pictures of the birds, insects, spiders, and worms discuss how each is helpful and harmful. Ask the children what they think first.
    - ants: helpful - eat insects' litter and loosens dirt
      harmful - eat leaves and some sting
    - bees: helpful - make honey and pollinate flowers
      harmful - sting
    - ladybug: helpful - eat small insects
      harmful - none
    - butterflies: helpful - pollinate flowers
      harmful - when caterpillars eat leaves
    - grasshoppers: helpful - none
      harmful - eat crops
    - spider: helpful - eat small insects
      harmful - few will hurt you
    - worms: helpful - loosen dirt
      harmful - eat crops and plants
21. Act out beehive - draw a beehive with an old refrigerator box having the children draw the cells with magic markers. Have the children act out by having a queen sitting and the bees buzz out to flowers the children have made and gather nectar and bring it back.
22. Have the pictures of the stages of the butterfly available. Discuss the various stages and have the children act them out or have them mold them with clay. Start with the egg on a leaf, then to a crawling and eating caterpillar, into a cocoon where they wrap themselves up in mats or blankets, then into a flying butterfly.
23. Art project: Make a spider mobile - Discuss first that spiders have two body parts and eight legs. Cut out one as an example. Have the children cut out two circles of different sizes. Overlap the circles and glue together. Put on with glue eight legs cut from black construction paper in strips and have the child try to fold them in accordion style.
24. Take a nature walk in a park to look for all of these: Take a shovel along to dig into an ant colony or find a worm.
25. Discuss and have on display a picture of a spider and its web. Show pictures of different types and talk about how spiders are the same and how different. All have eight legs and two body parts.
26. Show a picture of a spider and its habitat. Have five or six boards available where nails have been nailed into the edges all around. Show how the spider spins its web. Let the children do it at free play by just looping the thin string back and forth.
27. Discuss how the web is sticky so that the spiders can catch insects on it. Have the children all touch a surface that has masking tape on it with the sticky side up or get scotch tape that is sticky on both sides. Then have the children put a little bit of oil on their hands and see that now their hands are no longer sticky. That's how the spider manages not to stick in his own web.

28. Learn the Spanish words for bird, spider, insect, butterfly, ant and worm.
29. Send home at the beginning of the week a list, for the parents, of the birds, insects, and spiders that the children will be studying. Ask the parents to send any specimens they might have, dead or alive. Ask parents to point characteristics of the different types that they may see at home. Send pictures of each kind with their characteristics home and have a check off list for parents to check off what they have seen or observed with their child to be sent back on Friday.
30. Bring in different bird feathers to show how alike and different. Feathers may be bought at an arts and crafts store.
31. Art activity: Have a sheet with an outline of a bird or have the children draw their own bird stressing two feet and let them glue feathers on them.
32. Have the children try to build a nest like the birds. (see Spring Unit to see the supplies needed).
33. Hatch eggs from the kit gotten from Nasco, Inc. (see source).
34. For snack have hard boiled eggs and have the children discuss where they come from and are they like bird eggs. Have different eggs or pictures of eggs to compare their eggs with. Children may peel eggs.
35. With the egg shells left from the activity above, tint different colors and let dry. Then have the children make egg shell mosaics.
36. Have pictures of birds up and discuss where they go when it gets cold and why they go. Have the children act like birds who come North and build nests, raise babies, and then fly South again.
37. Gross motor activity, do the following: Have all the children scatter out and do as leader says:
    All chant:

        Scarecrow, scarecrow, turn around
        Scarecrow, scarecrow, jump up and down
        Scarecrow, scarecrow, arms up high
        Scarecrow, scarecrow, wink one eye
        Scarecrow, scarecrow, bend your knees
        Scarecrow, scarecrow, flap in the breeze
        Scarecrow, scarecrow, climb in bed
        Scarecrow, scarecrow, rub your head.
38. As summary, can answer questions on "Who am I?"

        I live in the ground with a queen.
        I make honey.
        I change from a caterpillar into a _______.
        I spin a web.
        I have no legs or arms.
        etc.
39. Art project. Have children make owl puppet from a paper bag. Use the fold at the bottom as the head and have the children cut yellow, white, black circles of different sizes for the eyes. Encourage the children to dramatize a story of an owl.
40. Make a seed mosaic after talking about what birds eat.

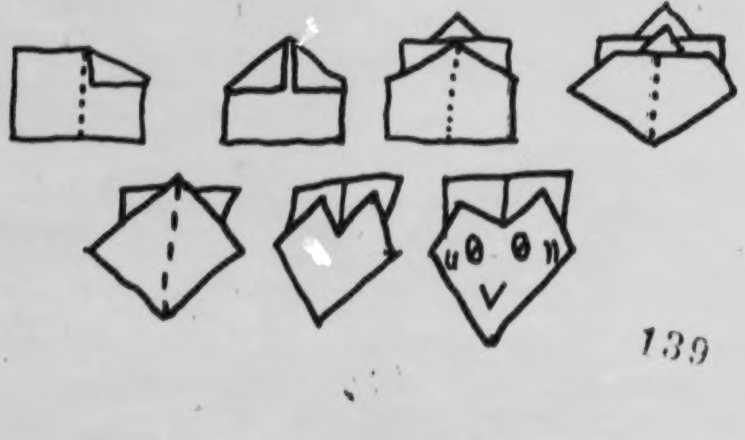
41. Art Activity: Making a butterfly from paper. Have the children fold construction paper in half. Draw a butterfly shape on one side and cut through both sides of the paper and open. Color or paint beautiful designs on both sides of the paper. Suspend the butterflies by string over flowers the children could have drawn. Or just as mobiles.
42. Art Activity: Butterflies made with vivid colors in poster paint. Have children fold paper and then open and paint designs on only one side. Then fold back shut again, press open and let dry. Then can cut into butterfly shape. May repaint on other side too. The painting can be done with paint brushes or small piece of sponge.
43. Model worms from clay by rolling the clay between your hands. Talk about how they have no legs and no bones.
44. Bring a worm into class and place in jar that has dirt. Look at the worm with a magnifying glass and see if the children can see the head. Have the children wiggle around on the ground like a worm.
45. Talk about how birds migrate, ladybugs hibernate, and say the poem "Creatures that hibernate" in poems and fingerplay section.
46. If you can find an abandoned spider's web, spray it carefully with paint and paste it on a piece of construction paper to study the pattern.
47. Make a habitat for a spider in a glass jar with a twig, a lump of soil with grass in it or growing plants and perforate the lid. Put a spider in and if lucky he will spin a web. The children can view the spider and web through a magnifying glass.
48. An insect cage or "bug motel" can be made by simply using two circular cake pans for the top and bottom and a curved wall of fine screening fitting inside the walls of the cake pan. Stitch together with fine wire or string.
49. Make an ant house:
    Material:
    a. quart jar
    b. earth
    c. crumbs
    d. water
    e. plastic bag
    f. wooden block; 5" x 2" x 2"
    g. black paper
    h. netting
    i. rubber band
    j. lid that fits inside the jar

    Procedure: Put wooden block in the quart jar and fill in earth around the block. Put a small lid with water in it on top of the soil. Sprinkle crumbs on soil. Put black paper around the jar. Ants need darkness for working. Carefully dig up an ant hill, scoop up the ants, and put them into a plastic bag. Seal the bag tight and put in a cool place until the ants calm down. Them put them into the jar. Fasten the fine netting over the mouth of the jar with a rubber band.
50. Collect spiders in jars with perforated lids and watch them spin their webs.

51. Read the book Insects and Babies by Gladys Conklin, Holiday House.
52. Language Arts - to facilitate listening. Have on display pictures of different species of birds, and discuss them with the children. Discuss how they move, eat, sleep, and make their homes. Have the children choose birds to imitate. Encourage them to act like the birds. Have the others guess the bird the child is imitating.
53. Art Activity with yarn and birds:
    Materials:
    - a. each pupil will need a cardboard bird pattern
    - b. various colors of yarn cut in two-foot lengths
    - c. glue
    - d. scissors
    - e. crayons

    Procedure: Give each pupil a bird pattern cut from lightweight cardboard. Each pattern should consist of three main body parts, a head with a beak, a body with feet, and a fantail. Have the pupils spread glue on small parts of the bird at a time and then wrap yarn around the tail, body and head, leaving the feet and beak blank. Then have children color the feet and beak. Hang the birds from the ceiling, or from branches of a tree.
54. Read the story "Good Night, Owl" by Pat Hutchins (MacMillan Co., 1972). If the book is not available make up a story of an owl (hoot) who was trying to go to sleep during the day but all sorts of animals and birds and insects are making noises. The bee buzzed, the crow kept calling, the dove coos, etc. Have the children imitate the sounds and each could play a different bird or insect that keeps the owl awake.
55. Art Activity of making an owl:
    Material:
    - a. 9" x 12" butcher paper
    - b. crayons

    Procedure: First fold your paper in half, putting the short sides together. Unfold your paper and place the paper flat on the table with the crease going from top to bottom. Now fold the top two corners to touch the fold line. Next take one of those corners and fold it part of the way back. Now fold the other corner. Then fold the bottom two corners to touch the middle fold line. Then turn the page over. Fold the top corner down. Now use your crayons to draw eyes, a beak and feathers.



56. Read the Little Wood Duck by Brian Wildsmith (Watts, 1973). Point out each of the characters. Discuss what happens, then have the children act it out. Use a rope for the pond.

57. Art activity - stuffed spider.
Material:
    a. picture of a stuffed spider or a real one
    b. box of construction paper scraps
    c. for each student, two six-inch squares of any color construction paper
    d. scissors
    e. 8 three-inch pieces of pipe cleaner for each child
    f. tissue for stuffing

Procedure: On the construction paper have the children draw a circle with sides of circle touching the side of the square. Talk about how many legs the spider has. Show the students how to bend the pipe cleaner to resemble legs. Cut out the circles and put a leg between the two circles and staple. Leave a wide opening for the child to stuff the spider. Then have children pick a color from the scrap box and cut a circle for the head.

58. Gross motor - bean bag bug toss
Make out of heavy cardboard a bean bag toss, cut out holes and draw a picture of a bird, spider, insect or worm next to each opening. Set up on chair then tie so it is stable. Put tape down for a throwing line. Have each child take turns throwing into a hole. Try to get your bean bag thrown into a different hole. Each different hole you throw it into you get a card. Have the child say which one they are aiming at. "I am aiming at the ant."

POEMS AND FINGERPLAYS

TWO LITTLE DICKIE BIRDS

Two little Dickie birds sitting on a wall,
One named Peter; one named Paul.
Fly away, Peter; fly away, Paul.
Come back Peter; come back, Paul.

Two little Dickie birds sitting on a hill,
One named Jack, one named Jill.
Fly away, Jack; fly away, Jill.
Come back, Jack; come back, Jill.

THE BEE HIVE

This is the beehive, but where are the bees?
Hidden away where nobody sees.
Here they come creeping out of the hive.
One, two, three, four, five.

ONCE I SAW A LITTLE BIRD

Once I saw a little bird
Come hop, hop, hop,
So I said, "Little Bird,
Will you stop, stop, stop?"

I was going to the window
To say, "How do you do?"
But he shook his little tail
And far away he flew.

SPIDER WEBS

The spiders were busy last night;
From every fence and tree
They hung their lacy webs
For all the world to see.

The mist was busy too;
In the stillness of the night
It strung the spider webs with tears'
To catch the morning light.

One spider wove a web
Like frost on a windowpane;
Another one spun a single thread
That looks like a jeweled chain.

Motionless hang the webs,
By the quiet sunbeams kissed;
A fairy world was made last night
By the spiders and the mist.
-James S. Tippett

GRASSHOPPERS

Ten little grasshoppers sitting on a vine;
(Hold up ten finger; fold one down at each count).
One ate too much corn, and then there were nine.
Nine little grasshoppers swinging on a gate;
One fell off, then there were eight.
Eight little grasshoppers started off to Devon;
One lost his way, then there were seven.
Along came a windstorm, then there were six.
Six little grasshoppers found a beehive;
One found a bumblebee, then there were five.
Five little grasshoppers playing on the floor;
Pussycat passed that way, then there were four.
Four little grasshoppers playing near a tree;
One chased a buzzy fly, then there were three.
Three little grasshoppers looked for pastures new;
A turkey gobbler saw them, then there were two.
Two little grasshoppers sitting in the sun;
A little boy went fishing, then there was one.
One little grasshopper left all alone;
He tried to find his brothers, then there was none.

THE OWL

Of all the fair birds that I did see,
The owl is the fairest by far to me.
For all the day long she sits in a tree,
And when the night comes away flies she.

The wise old owl lived in an oak,
The more he saw the less he spoke;
The less he spoke the more he heard.
Why can't people be like that wise old bird?

LADYBUG, LADYBUG

Ladybug, ladybug,
Fly away home.
Your house is on fire,
And your children all gone.
All except one whose name is Ann.
And she has crept under the pudding pan.

TWO LITTLE BLACKBIRDS

Two little blackbirds sitting on a hill
(Close fists; extend thumbs)
One named Jack and the other named Jill.
(Talk to each thumb)
Fly away Jack; fly away Jill;
(Toss thumbs over shoulders separately)
Come back Jack; come back Jill.
(Bring back fists separately with thumbs extended)

SLEEP CATERPILLARS

"Lets go to sleep," the little caterpillars said,
(Bend ten fingers into palms)
As they tucked themselves into their beds.
They will awaken by and by,
(Slowly unfold and hold up fingers)
And each one will be a lovely butterfly!
(Hands make flying motion)

FIVE LITTLE ROBINS

Five little robins in a sycamore three,
A father, (Hold up thumb)
A mother, (Hold up pointer finger)
And babies three: (Hold up remaining fingers)
Father brought a worm, (Point to thumb)
Mother brought a bug; (Point to pointer finger)
The three baby robins started to tug;
This one ate the worm, (Point to ring finger)
And this one sat and waited for his turn.
(Point to little finger)

LITTLE BIRDS

One little bird with lovely feathers blue
(Hold up first finger)
Sat beside another one. Then there were two.
(Hold up second finger)
Two little birds singing in the tree;
Another came to join them. Then there were three.
(Hold up third finger)
Three little birds wishing there were more;
Along came another bird. Then there were four.
(Hold up fourth finger)
Four little birds glad to be alive
Found a lonely friend. Then there were five.
(Hold up thumb)
Five little birds just as happy as can be;
Five little birds singing songs for you and me.
-Betty McAllister

SWINGING BIRDS

Two tall telephone poles,
(Hold up hands, palms inward, pointer fingers erect)
Across them a wire is strung;
(Extend middle fingers until they touch at tips)
Two little birds hopped on,
(Move thumbs to touch extended middle fingers)
And swung and swung and swung.
(Swing hands back and forth)

THE LITTLE WORM

A tired little worm on a cold, stormy day
Crept out on a branch of a tree
And spun a wee house out of spider web threads,
Where he slept safe and sound as could be.

The snowflakes fell softly down from the cold sky,
And the north wind cried, "woo-ee-woo-ee;"
But the worm did not care; he was fast, fast asleep
In his tiny, warm house in the tree.

The spring sunshine woke up the flowers at last,
And woke up the little worm too'
He crept slowly out of his little, brown house
That rocked as the warm south wind blew.

But a strange thing had happened to him as he slept---
He had changed to a bright butterfly
That slowly unfolded toward the blue sky.
(Creeping fingers curled around the thumb to make the cocoon. The other hand makes snowflakes come down. Worm creeps out and becomes a butterfly).

THE ROBINS NEST

This is the nest that the robins made,
And these are the eggs so blue
That under the mother bird's soft breast
Hatched into these birdlings two.

This is the way two hungry mouths
All day cried, "Tweet, tweet, tweet,"
While father and mother bird flew about
And found food for them to eat.

This is the way the birdlings perched
On the edge of the nest one day,
'Til the mother bird taught them to use their wings,
And all of them flew away.

(The two cupped hands together made the nests, and the thumbs are first the eggs and then the birdlings waving their wobbly heads. They perch on the edge of the nest, and, when they all fly away, both hands are used.)

ANT HILL

Once I saw an ant hill,
With no ants about
So I said, "little ants,
Won't you please come out?"
Then as if they heard my call
One, two, three, four, five came out
And that was all.

(The right hand with the thumb closed inside is the ant hill. The fingers will be the ants. Lift each finger as it is counted, beginning with the thumb).

SNOWY WHITE PIGEONS

Ten white pigeons standing in a line,
On the roof of the barn in the warm sunshine.
Ten snowy white pigeons flew down to the ground,
And ate of the crumbs scattered around.
Ten snowy white pigeons flew back to the barn,
And sat on the roof in the warm sunshine,
And they said "Coo, coo. Thank you, thank you."

(Both hands are held over the head with the wrists limp. Move the hands in a fluttering manner to the floor. Move the hands over the floor as if pecking. Both hands are raised over the head again).

HIBERNATION

Creatures that hibernate
Find quiet dark places
and hide!
Creatures that migrate
Travel long distances
To abide!
Those creatures that hibernate
Are stay-at-homes.
Those creatures that migrate
Look for new homes.

Post Assessment:

1. The child is able to name at least two birds.
2. The child tells where birds live.
3. Child tells what birds look like. (two legs, feathers, bones inside).
4. Tell what birds eat.
5. Can name three insects.
6. Can tell what birds do that is good and/or bad.
7. Can tell where each one lives, what it looks like, and what it eats (insects).
8. Can tell the life cycle of the butterfly.
9. Can tell where spiders live, what it looks like, and what it eats.
10. Can tell one good thing insects do and one bad thing.
11. Can tell one good thing that spiders do and one bad thing.
12. Can tell the life cycle of a bird, where it comes from (egg).
13. Can tell the difference between birds, spiders, insects and worms in the way they look.

RESOURCES

1. Rhymes for Fingers and Flannelboards, Webster Publishing Co., St. Louis, 1960.
2. Crossties - A basic discovery program in early childhood education, Teacher's Manual, The Economy Co., Oklahoma, Indianapolis.
3. Kindergarten Keys Teachers Manual, The Economy Company, Oklahoma City and Indianapolis. pp. 203-267.
4. Learning Through the Year - resource cards by Doris Edmund, Copyright 1977 by Creative Teaching Press Inc., Monterey Park, California 91754.
5. Kindergarten Keys Language Development Cards for poster display. Use section on Insects, Spiders and Birds.
6. Parents Paraprofessional Kit, Game and Skill Activities, The Economy Company, Oklahoma City and Indianapolis.
7. Kindergarten Teacher's Activities Desk Book by Mabel Evelyn Miller.
8. Crossties Summer Grand Central Book Charts.
9. Let's Do Fingerplays, Marion Grayson.
10. Fingerplays and Games and Exercises for Relaxation K-2 by Donald Minaham.
11. "Dandy-Lions Never Roar," a record by Joe Wayman and Don Mitchell. Songs include Little Critters and Spiders, Bugs and Snakes; A Good Apple Inc. product.
12. "Kid's Stuff" a record from Incentive Publications Inc., Songs include Boa Constrictor and the Grasshopper and the Ant.
13. Let's Begin, Early Childhood Education cards by Doris Edmund. Copyright by Creative Teaching Press Inc., Monterey Park, Ca.
14. Nasco Learning Fun, a catalog of learning materials located at 1524 Princeton Ave., Modesto, California 95352.
15. Children's books

Title	Author	Publisher
Birds	Andrews	Beginning Nature Books
Birds	Wildsmith	Watts
Hawks	Ripper	Morrow
Birds in Summer	Rand	Encyclopedia Brittanica
Winter Tree Birds	Ozone	Whitman
Birds at Home	Henry	Donohue
Spiders		
The True Book of Spiders	Podendorf	Childrens Press
Spiders	Bason	Nat'l. Geog. Soc.
Insects		
The Insect World	Lobsenz	Golden Press

RESOURCES

Children's Books

Title	Author	Publisher
Insects	Zim	Simon & Schuster
The Tall Grass Zoo	Lubell	Hale
We Like Bugs	Conklin	Holiday House

BIRDS, SPIDERS, INSECTS, WORMS

Abejas. Peter Usborne, Su Swallow and Jennifer Vaughn. Editorial Molino, Barcelona, Spain: 1975. Vendor: The Bilingual Publications Company, 1966 Broadway, New York, NY 10023 (212) 873-2067.

Preschool. Spanish. One book, Hardbound (Series).

Abejas is part of a set of encyclopedias entirely in Spanish for the young child and discusses the concept of bees.

Arañas. Peter Usborne, Su Swallow and Jennifer Vaughn. Editorial Molino, Barcelona, Spain: 1977. Vendor: The Bilingual Publications Company, 1966 Broadway, New York, NY 10023 (212) 873-2067.

Preschool. Spanish. One book, Hardbound (Series).

Part of a set of encyclopedias for the very young child, the text is entirely in Spanish with color illustrations on each page, spiders is the topic.

Are You My Mother? ¿Eres Tu Mi Mama?. P.D. Eastman. Beginner Books, New York: 1960. Vendor: The Bilingual Publications Company, 1966 Broadway, New York, NY 10023 (212) 873-2067.

Preschool. Spanish/English. One book, Hardbound.

In a parallel text with first Spanish then English, the story tells of a mother bird and her baby.

Aves. Peter Usborne and Su Swallow, comp. Barcelona, Spain: Editorial Molino: 1972. Vendor: The Pan American Book Company, 4362 Melrose Avenue, Los Angeles, CA 90029 (213) 665-8000.

Preschool. Spanish. One book, Hardbound (Series).

This book is part of a set of encyclopedias for the very young child, birds is the topic.

Crickets and Frogs. Atheneum Publishers, 122 East 42nd Street, New York, NY 10017. (212) 661-4500 1972.

Preschool. Spanish/English. One book, Hardbound.

This story tells of a contest of music and noise between a cricket and a frog.

The Crow and the Fox. Bay Area Bilingual Education League (BABEL), Berkeley Public Schools, 1414 Walnut Street, Berkeley, CA 94709 (415) 644-6151 1971.

Preschool. Spanish/English. Two books.

This fable narrates a story of a crow who steals cheese, believes a lie, and loses his cheese. The moral is: "He who believes in lies is a fool." The book is designed to be easily comprehended by the children.

The Fat Hens and the Skinny Chickens. Bay Area Bilingual Education League (BABEL), Berkeley Public Schools, 1414 Walnut Street, Berkeley, CA 94709 (415) 644-6151 1971.

Preschool. Spanish/English. Two books.

This illustrated storybook contains a story that expresses the moral: "Never be cruel to people smaller than you, help them out."

The Little Red Hen La Pequeña Gallina Roja. Letty Williams. Prentice-Hall, Englewood Cliffs, New Jersey: 1969. Vendor: The Children's Book and Music Center, 5373 West Pico Blvd., Los Angeles, CA 90019 (212) 937-1825.

Preschool. Spanish/English. One book, Hardbound.

This book tells the story of the little red hen who found an ear of fresh corn, but received no help from her friends in making corn tortillas from it.

Mariposas. Peter Usborne, Su Swallow and Jennifer Vaughn. Editorial Molino, Barcelona: 1977. Vendor: The Bilingual Publications Company, 1966 Broadway, New York, NY 10023 (212) 873-2067.

Preschool. Spanish. One book, Hardbound.

This book is part of a set of encyclopedias for the very young child which uses butterflies as the concept.

El Patito Feo. Walt Disney. S.1: Bert-Co Enterprises, 1972. Vendor: The Pan American Book Company, 4362 Melrose Avenue, Los Angeles, CA 90029 (213) 665-8000.

Preschool. Spanish. Listening Center (Six Booklets, One 33 1/3 RPM Record).

This is the story of the Ugly Duckling narrated in Spanish. The kit is designed for use in learning centers.

COMMUNITY HELPERS

Preassessment:

Discussion of:
1. Definition of community helpers?
2. Are any of your fathers and mothers community helpers?
3. Are you going to be a community helper when you grow up?
4. Be able to talk about the way each community helper helps us?

General Unit Objectives:

1. The children will be able to identify the community helpers in their town.
2. They will be able to tell one or two things that each community helper does.
3. They will observe community helpers on the job and become aware of their responsibilities.
4. The children will be aware of the places each community helper works.

Activities:

1. At the opening of class let all the children give their own ideas of what they think a community is. For example, who are the people who make up the town where they live?
2. Make a list of community helpers. For example, policeman, fireman, doctor, nurse, mailman, grocer, banker, baker, etc. Discuss each one of the community helpers with the children to help them become aware of the helpers identity. You can obtain a set of hard board figures of community helpers from the Judy Company: "Judy's Helpers." With this set, you could then discuss some of the uniforms the people wear.
3. Make arrangements to take field trips to where at least several community helpers work. Such as; the hospital, doctor's office, police station, bank, fire station, etc. Ask to have the community helpers explain their jobs, show the equipment they use, and if possible, ask if they could let the children do something that the helpers would do in the kind of job they do everyday. Maybe they could do something like take the children's fingerprints at the police station, listen to their (the child's) own heartbeat at the doctor's office, or sit on the fire truck and ring the bell at the fire station. You might ask each community helper to discuss how safety is used in their place of business, too.
4. Using matching picture cards with words (refer to "Open Learning in Early Childhood") have the children match a picture of a fireman with the word fireman. You could, however, have them match the picture of a fireman with a picture of a fire truck, a hose, or a fire. Do this type of exercise with all of the community helpers.

5. Set up a free play area so the children can pretend to be a community helper. Have different equipment reflecting the job of each helper.
6. Have the children cut out community helpers in magazines and catalogs. Then let them paste the pictures and then explain or tell what they do.
7. Role play - Have the children and staff play-act different situations concerning community helpers. For example: Play store, hospital, bank, etc. Each child may want to act out what he or she would like to do when they get older.
8. Use kits, for instance; Peabody with Community Helpers. The pictures could introduce the community helpers in English and Spanish.
9. You may want to use flannel boards to show different community helpers and their jobs. Maybe have the children make up stories to go with them.
10. Make games about "Who To Call." For example, Who do you call if you are hurt? Who would you call if there is a fire?
11. Read a selection of books about community helpers. For example: The Big Book of Real Fire Engines. Also, Your World; Let's Visit the Policeman, and Let's Visit the Doctor's Office.
12. Teach fingerplays which go along with the community helper you are learning about.

THE BAKER MAN

The baker man's truck comes down the street
Filled with everything good to eat;
Two doors the baker man opens wide;
    (Stretch arms apart)
Now, let us look at the shelves inside.
What do you see? What do you see?
    (Hands over eyes)
Doughnuts and cookies for you and me;
    (Make circles with thumbs and pointer fingers)
Cinnamon rolls,
    (Make larger circle)
And pies,
    (Make larger circle)
And bread, too;
What will he sell to me and to you?

FIVE STRONG POLICEMEN

Five strong policemen standing by a store.
    (hold up hand, fingers extended)
One became a traffic cop, and then there were four.
    (bend down thumb)
Four strong policemen watching over me.
One took home a lost boy, and then there were three.
    (bend down one finger)
Three strong policemen dressed all in blue.
One stopped a speeding car, and then there were two.
    (bend down another finger)
Two strong policemen - how fast they can run!
One caught a bad mad man, and then there was one.
    (bend down another finger)
One strong policeman saw some smoke one day.
He called the fireman who put out the fire right away.

FIVE LITTLE FIREMEN

Five little firemen sit very still.
    (hold up five fingers)
Until they see a fire on top of the hill;
Number one rings the bell, ding-dong;
    (bend down thumb)
Number two pulls his big boots on;
    (bend down the pointer finger)
Number three jumps on the fire engine red;
    (bend down the middle finger)
Number four puts a red fire hat on his head;
    (bend down ring finger)
Number five drives the red fire truck to the fire,
    (bend down little finger)

As the big yellow flames go higher and higher.
Whooooo-ooooo! Whooooo-ooooo! Hear the fire truck say,
(Imitate siren)
As all of the cars get out of the way.
Shhhhh! goes the water from the fire hose spout,
(rub palms together)
And quicker than a wink the fire is out!
(clap hands)

RESOURCES

1. "Open Learning in Early Childhood" by Barbara Day
2. Peabody Kit - on Community Helpers.
3. Flannel Board materials can be obtained from D. L. M.
4. YOUR WORLD: Series Two, Let's Visit the Policeman; and Let's Visit the Doctor's Office by Billy Pope and Ramona Ware Dunlap.
5. Children's Books

Title	Author	Publisher
I Want to Be a Baker	Greene	Children's Press
Carpenter		
Coal Miner		
Farmer		
Fisherman		
Homemaker		
News Reporter		
Nurse		
Storekeeper		

COMMUNITY HELPERS

Bilingual Early Childhood Program - Level One. Southwest Educational Development Laboratory, P.O. Box 1003, Austin, TX 78767, 1970, 1971, and 1973. (512) 385-7084.

Preschool. Spanish/English. Two boxes.

This kit contains a unit on Community Helpers.

Bilingual Early Childhood Program - Level Two. Southwest Educational Development Laboratory, P.O. Box 1003, Austin, TX 78767, 1970, 1971 and 1973. (512) 385-7084.

Preschool. Spanish/English. Two boxes.

This kit contains a unit on Community Helpers.

Bilingual Early Childhood Program - Level Three. Southwest Educational Development Laboratory, P.O. Box 1003, Austin, TX 78767, 1970, 1971 and 1973. (512) 385-7084.

Preschool. Spanish/English. One Box

This kit contains a unit on Community Helpers.

Los Caminones, ¿Que Hacen?. Harper and Row, 1969. Department 363, 10 East 53rd Street, New York, NY 10022 (212) 593-7000.

Preschool. Spanish. One book, Hardbound.

This story is about truck drivers and what they do.

Canelo Bombero. Dick Bruna. Madrid, Spain: Aguilar S.A. de Ediciones, 1975. Vendor: Pan American Book Company, 4362 Melrose Avenue, Los Angeles, CA 90029 (213) 665-1241.

Preschool. Spanish. One book, Hardbound.

This is a story of Canelo, a little brown dog who helped put out a fire in a house.

El Carro de Bomberos. Organización Novaro, S.A., Calle 5, No. 12, Nuacalpan de Juarez, Estado de Mexico. 1971. (905) 576-5505.

Preschool. Spanish/English. One book, Hardbound.

This book narrates a story of a firehouse and the duties of firemen during a fire.

Carteles de Trabajadores. Developmental Learning Materials, 1974. Vendor: Developmental Learning Materials, 7440 Natchez Avenue, Niles, IL 60648 (312) 647-7800.

Preschool. No Text. One Kit - 12 Posters.

This box contains twelve (12) large 18" x 12" picture cards depicting Mexican-American people employed in different jobs throughout the nation.

La Gente de Tu Barrio. Jeffrey Moss. Editorial Navaro, S.A., Mexico: 1973. Vendor: Donar's Productions, P.O. Box 24, Loveland, CO 80537 (303) 669-0586.

Preschool. Spanish. One book, Softbound.

This book in Spanish text represents the various public service occupations which neighborhoods utilize.

Los Servidores Publicos. Fernandez Editores, S.A. Calzada Mexico Coyoacan 321, Mexico 13, D.F. 1974. (905) 524-5630.

Preschool. Spanish. One book, Softbound.

This coloring book can be used to introduce the children to community people and their occupations.

¡Trabajemos con Calle Sésamo! : Unidad de Animales. National Textbook Company, Skokie, Illinois: 1976. Vendor: The National Textbook Company, 8259 Niles Center Road, Skokie, IL (312) 679-4210.

Preschool. Spanish. Kit - One Filmstrip, One Audiocassette (Spanish), One Teacher's Guide, 20 Storybooks, and 20 Workbooks.

Vocational interests focused on the care of animals are the topic of this part of the series.

¡Trabajemos con Calle Sésamo! : Unidad de Construccion. National Textbook Company, Skokie, Illinois: 1976. Vendor: The National Textbook Company, 8259 Niles Center Road, Skokie, IL (312) 679-4210.

Preschool. Spanish. Kit - 20 Reader Booklets, 20 Activity Booklets, One Guide, One Filmstrip and One Audiocassette.

As part of a series of vacational awareness for very young children, this kit explores the careers related to the building or construction industry.

¡Trabajemos con Calle Sésamo! : Unidad de Transporte. National Textbook Company, Skokie, Illinois: 1976. Vendor: The National Textbook Company, 8259 Niles Center Road, Skokie, IL 60076 (312) 679-4210.

Preschool. Spanish. 20 Reader Booklets, 20 Activity Booklets, One Guide, One Filmstrip, One Audiocassette.

This kit is part of a career-oriented language arts project for children whose native tongue is Spanish. There are three (3) parts to the series. 1. Construction, 2. Transporte, and 3. Animales.

POST OFFICE

Preassessment:

Discussion of:
1. When you want to send a letter, where to you take it?
2. What other things can you do at the post office?
3. How does the post office get mail from one place to another?

General Unit Objectives:

1. Children will develop a knowledge of the post office.
2. Children will learn about the postal service, the people and their jobs.
3. Children will develop an awareness of and appreciation of the work of postal workers.

Activities:

This unit could be used in conjunction with Valentine's Day.

1. Read a story about the post office, The Mail Comes Through.
2. Use the flannel board for a story about mailmen.
3. Plan a field trip to the post office.
4. Have a discussion about the things that you saw at the post office. Have children draw a picture of what they saw.
5. Have each child dictate a letter, then each child can act out being the postman. Read the story Seven Little Postmen.
6. Make a play post office and have a role playing situation. Children will take turns being postman, postmaster, and letter sorter. Sort envelopes by color. Children may also purchase stamps to learn the concept of money.
7. Make a bulletin board showing process of mailing and receiving mails.
8. Have children draw a picture, then send to someone they know, asking that they send one back.
9. Have a film about the postal service. Resource: Our Post Office, Encyclopedia Britannica.
10. More Books:
    Green, Carla. I Want to be a Postman. Childrens Press.
    Colonius, Lillian. At the Post Office. Melmont, Munn, Ian.
    The Little Mailman of Bayberry Lane. Rand McNalley.

THE POSTMAN

The whistling postman swings along.
His bag is deep and wide,
And messages from all the world
Are bundled up inside.

The Postman walking up our street,
Soon now he'll ring my bell.
Perhaps there'll be a letter stamped,
in Asia. Who can tell.
-Author unknown-

ZOO ANIMALS

Preassessment:

1. Have you ever been to the zoo?
2. Are the animals in the zoo wild animals?
3. Where do the animals come from?
4. How are these animals different from the ones you have for pets?

General Unit Objectives:

1. Children will become aware of animals found in the zoo and the places they come from in the world.
2. Children will learn about the animals and their habitat.

Activities:

1. In an open discussion ask the children what is a zoo and what animals they could find there.
2. Show pictures to children and tell the names in both English and Spanish.
   Elephant - el elefante
   Tiger - el tigre
   Lion - el leon
   Camel - el camello
   Giraffe - la jirafa
3. To classify animals better, show map of the world and tell where different zoo animals come from. Example: List all animals that come from Africa, i.e. lions, elephants, zebras, giraffes. You may purchase colored safari pictures of the African country and wildlife to give the children more of an idea of the location of the animals.
   Resource: "Alphabet Safari," to be ordered from NASCO Learning Fun Catalog, p. 139, 1977-78 pg. T-12.
4. "Alphabet Zoo." A zoo alphabet train, starting to learn names of animals that start with each letter of the alphabet.
   Example: A - anteater.
   Resource: Can be ordered from NASCO Learning Fun Catalog, 139, 1977-78, pg. 67.

5. If any of the children have pictures or movies about a zoo they have visited, let them bring them for "show and tell."
6. Using the D. L. M. farm and zoo animals, have the children classify the animals into two different groups.
   Example: Mix all the animals together and let the children put their animal in either the farm group or the zoo group.
7. Talk about what different animals look like when they walk. Show the children different ways they could walk or act out zoo animals. Play the game "Simon Says." (Refer to Body Parts and Functions Unit).
8. Have the children draw pictures of a zoo animal they would like to be. Discuss pictures later and ask, "Why?"

9. Children will make "Animals in Cages."
   Materials:
   a. one shoe box
   b. one 6" x 9" construction paper color of animal to be made.
   c. five-six ½" x 9" black construction paper strips.
   d. yarn, buttons, scraps of fabric
   e. construction paper scraps
   f. scissors and paste or glue

   Steps:
   1. Cut out any animal desired from the 6" x 9" construction paper. Make the legs extra long so part can be folded back. Decorate the animal with yarn, buttons, scraps of fabric or construction paper and crayons.
   2. Decorate the inside of the shoe box with scraps of paper, fabric and crayons to look like the inside of a zoo cage. Remember that the open top of the box will become the side of the cage. Fold back part of animal legs and paste or glue to the bottom of the inside of the cage. Add a supporting strip behind his head and attach to the back of the box.
   3. Fold the ends of the ½" x 9" black construction paper strips so they are the width of the box and then glue or paste across the front of the cage. Space as evenly as possible.
   4. The outside of the box can be painted or covered with paper or fabric if desired.
10. Explain to the children that animals live in all parts of the world and in all climates. Discuss how the animals get to the zoo from the forest, jungle, desert, etc. Discuss how the zoo must try to imitate the original environments.
11. Have children bring in stuffed zoo type animals. Put in a corner of the room or use large cardboard boxes to make cages. Set up a life-like environment.
12. Use miniature zoo animals and set up a zoo in class.
13. Classify zoo animal pictures into birds, mammals and reptiles. Put up as a bulletin board.
14. Put pictures of zoo animals on the bulletin board. Give the children riddles about the animals. Example: What has a yellow body with brown spots and a very long neck?
15. Have children crawl on their stomaches like alligators through a channel of duckpins without knocking any over.
16. Display pictures of the animals and have the pupils name them. Hold a box of animal crackers so that the children choosing them cannot see which ones they are choosing. "John, would you choose a cracker? Which animal did you take? Can you find a picture of that animal? If you find the picture, you may eat the animal cracker." Have the pupil point to the correct picture. Give each child a turn. Be sure to have several boxes of animal crackers.
    Resource: Parent Paraprofessional Kit (card). Economy Company.

17. Move like animals while singing a song. Example; Let's hop like a kangaroo, squatting with arms folded over chest and then springing into the air, coming back to a squatting position with knees flexed.
    Tune: "Have you ever Seen a Lassie."
    Have you ever seen a Kangaroo, a Kangaroo, a Kangaroo
    Have you ever seen a Kangaroo go hopping around?
    Go hopping, go hopping, go hopping, go hopping
    Have you ever seen a Kangaroo go hopping around?
    You can continue this song with the different animals.
18. Encourage children to discuss the ways to show respect for animals. Suggest the importance of observing the animals rather than frightening or teasing them.
19. Place a lamp at the edge of a low table and turn it on. Have children sit on the floor directly in front of the lamp and feel the warmth of the bulb. Compare the heat from the lamp to the sun's heat. Turn off the lamp. Explain the situation animals find themselves in when the sun is no longer warm. Have the children pretend to be sleepy bears and find places in the room suitable for use when hibernating.
20. Recite the poem "Hibernation:"

    Go to sleep brown bear
    In your warm den
    Pull your soft fur
    Up under your chin.
    Find you a cave
    And into it creep
    It's half-past autumn
    Time now for sleep.
    -Melody Davis

    Resource: Crossties Discovery Cards. Economy Company.
    Science/Math #6.
21. Talk about the animals that hibernate.
22. Dramatize "The Three Little Bears."
23. Sing "The Bear Went Over the Mountain."

ART ACTIVITIES

1. Make a Bear.
   Materials:
   a. scissors
   b. paper brads
   c. felt pens
   d. thick brown tempera paint
   e. coarse brushes (old toothbrushes, scrub brushes, wire scrubbing pads)
   f. one sheet of heavy paper with ovals and circles drawn on it.

   Procedure:
   Cut out circles. Paint with thick tempera paint using brushes trying to imitate fur. Put ovals together with brads to look like bear. Draw face.

2. Cut zoo animal pictures out of magazines. Paste on construction paper. Cut animals in large pieces for a jigsaw puzzle. Put pieces in baggies.
3. Make a finger puppet of an elephant. Use oak tag paper, construction paper or thin plastic sheets. Cut hole where trunk is to appear. Place finger in hole to simulate trunk. Place fingers in "feet" and "ears" to make the puppet move.
4. Make funny bag faces.

   Lion:
   - a. Paint face on bag.
   - b. Cut second bag into strips.
   - c. Curl strips.
   - d. Glue curls to bag.

   Snake:
   - a. Paint snake's body on a long thin bag.
   - b. Paint eyes on the flat bottom of the bag.
   - c. Draw a curved line for the mouth.
   - d. Punch a small hole in the center of the mouth and pull a piece of yarn through for his tongue.
   - e. Put your arm inside, and move the snake's tongue up and down.
5. Have the children begin to make a booklet of animals in the zoo. The pictures of the animals may be either colored, drawn by the children or cut pictures from magazines. Also dot-to-dot pictures. When completed, each child can take his book home and discuss it with his parents.

FINGERPLAYS

THE ELEPHANT

The elephant has a trunk for a nose,
And up and down is the way it goes;
(Clasp hands together, extend arms, and raise and lower them)
He wears such a saggy, baggy hide!
(Relax body)
Do you think two elephants would fit inside?
(Hold up two fingers)

ANIMALS

This is the way the elephant goes,
With curly trunk instead of a nose,
(Clasp hands together, extend arms, and
move them back and forth)
The buffalo, all shaggy and fat,
Has two sharp horns in place of a hat.
(Place pointer fingers on forehead)
The hippo with his mouth so wide
Lets you see what is inside.
(Place hands together and open and close
them to simulate mouth movements)
The wiggly snake upon the ground
Crawls along without a sound.
(Weave hands back and forth)
But monkey see and monkey do
Are the funniest animals in the zoo!
(Place thumbs in ears and wiggle hands)

COUNTING AT THE ZOO

One, one; the zoo is lots of fun!
(Hold up hands with fingers extended;
bend down one finger)
Two, two; see a kangaroo!
(Bend down one finger)
Three, three; see a chimpanzee!
(Bend down one finger)
Four, four; hear the lions roar!
(Bend down one finger)
Five, five; watch the seals dive!
(Bend down one finger)
Six, six; there's a monkey doing tricks!
(Bend down one finger)
Seven, seven; elephants eleven!
(Bend down one finger)

Eight, eight; a tiger and his mate!
(Bend down one finger)
Nine, nine; penguins in a line!
(Bend down one finger)
Ten, ten; I want to come again!
(Bend down one finger; then clap hands)

HOPPY THE KANGAROO

Hopsky hop! Hopsky boo!
Here comes Hoppy the Kangaroo.
Hopsky hop! Hopsky boo!
Hopping his hoppity way to you.

Hopsky hop! Hopsky boo!
I like Hoppy, the Kangaroo.
Hopsky hop! Hopsky boo!
Hoppity Hoppy, the Kangaroo!

(The children may jump high and jump low. They may jump far, near, sideways, forward, backward or in place).

THE ELEPHANT

Who picks up peanuts with his nose?
The elephant, the elephant!
Who has a nose that touches his toes?
The elephant, the elephant!

(Children swing their arms as trunks as they lumber along).

THE GIRAFFE

A giraffe can't laugh
A giraffe can't sing,
A giraffe can't do much of anything.
But walk around like this
But walk around like this.

(Children hold up an arm to make a long neck for the giraffe).

RESOURCES

Rhymes for Finger and Flannelboards, Louise Binder Scott, J.J. Thompson, pgs. 17, 18.

Crossties Discovery Cards. The Economy Company. Oklahoma City, OK

Kid's Stuff, Kindergarten and Nursery School. Incentive Publications, Inc. Nashville, Tennessee.

Funny Bags. Pflug, Betsy D. Van Nostrand Co. Princeton, N.J. (Giraffe, penguin, swan, elephant patterns).

Children's Books

Title	Author	Publisher
A Color of His Own	Lionni	Pantheon
At the Zoo	Colonius	Melmont
The Zoo That Grew	Kruss	Platt & Munk
A Trip to the Zoo	Greene	Lantern

DINOSAURS

Preassessment:

Discussion of:
1. Do you know any dinosaurs?
2. Where have you seen dinosaurs?
3. How big are dinosaurs?
4. Are there any dinosaurs alive today?

General Unit Objectives:

1. Discussion of dinosaurs the children know about.
2. Children will learn about the size of dinosaurs.
3. Children will become aware of how we know about prehistoric animals.
4. What purposes do dinosaurs serve in our lives.

Activities:

1. Let's pretend we are scientists discovering fossilized bones. Dig up bones such as steak bones, pork chop bones, wishbones, etc., which have been buried in a box of sand. Can you identify them?
   Book: Animals of Yesterday (New York, Harper Row). Denny and Donny (New York, McMillan).
2. Make clay dinosaurs - present pictures of prehistoric animals to the class. Discuss their characteristics and habits. Mention that many of the animals were plant eating animals. Stress that these ferocious animals no longer live on the earth. Then have children make prehistoric animals from clay.
3. Plan a field trip to a museum that has dinosaur fossils and reconstructed skeletons.
4. Learn song "Dinosaur" (to tune of Mulberry Bush)
   The dinosaur was big, the dinosaur was mean,
   He had the sharpest kind of teeth that we have ever seen.
   He roared an awful roar, and really, I must say,
   If he had not walked up just then, I might have run away.
   (The Magic of Music)
5. Read a story and discuss dinosaurs. Books: The Dinosaur Book - The Golden Shape Book; My Little Book of Dinosaurs - A Tell Take Book.
6. Draw and color a dinosaur picture from sample picture.
7. Make a model from hardening clay dough and paint.
8. Have a discussion on different types of animals such as mammals, reptiles, fish, birds, and amphibians with pictures from Childs Crafts Book #5.
9. Look at pictures in Child Craft Book #5.
10. Get resource materials from local library.
11. Role play making dinosaur masks.

12. Learn poem:

THE ICHTHYOSAURUS

There once was an Ichthyosaurus
Who lived when the earth was all porous,
But he fainted with shame
When he first heard his name,
And departed a long time before us.

Resource -- A Childs Book of Poems, Grossart and Dunlay, New York.

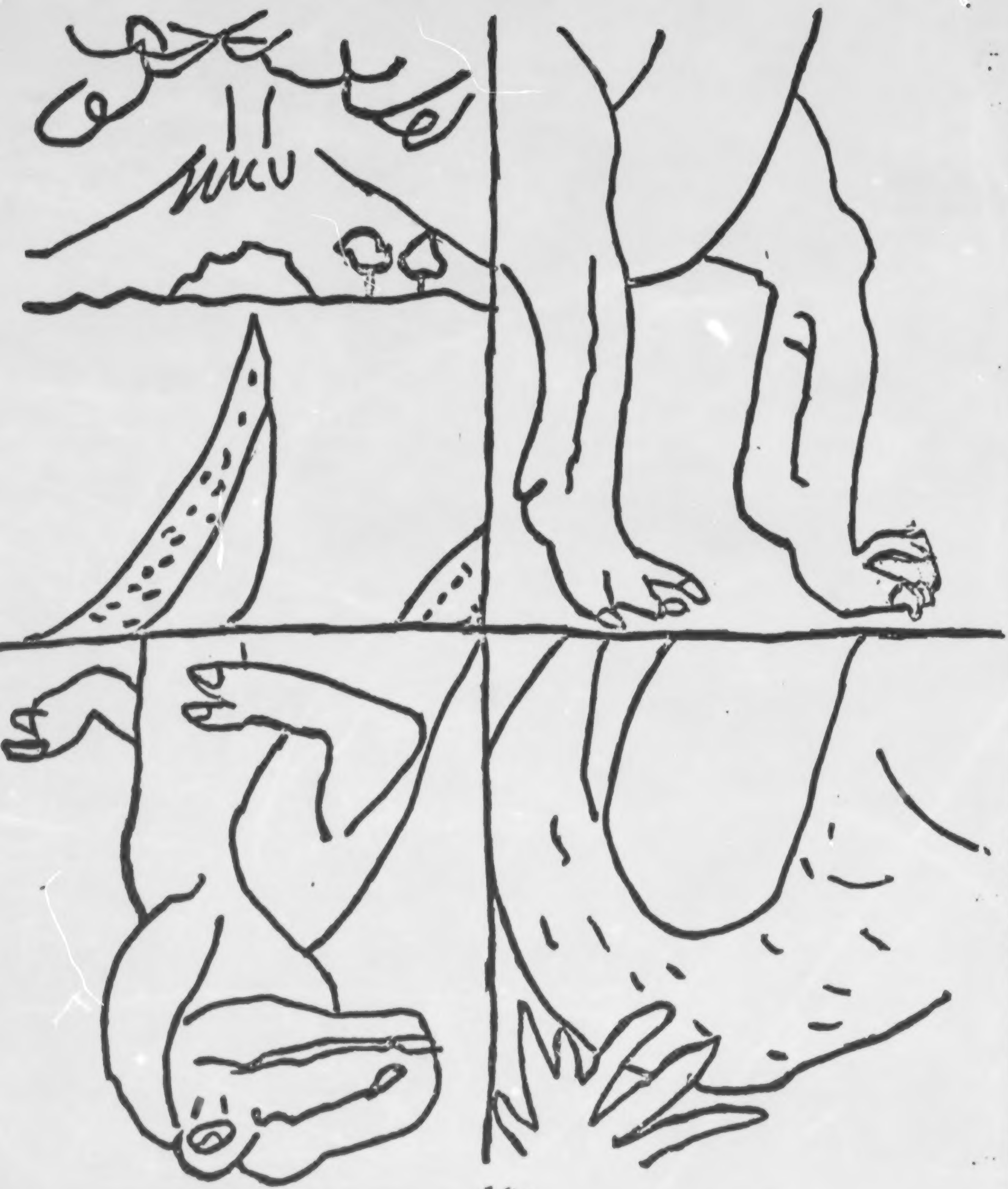
Post Assessment:

1. Child will be able to tell the purposes dinosaurs have served for us.
2. They will be able to compare their size with the size of the animals they know about.
3. They will recognize fossils and understand how they were made.
4. They will be able to understand how we get the bones from the dinosaurs in the museum.

Children's Books

Title	Author	Publisher
If a Dinosaur Came to Dinner	Moncure	Child's World
Dinosaurs	Daly	Golden Press
Dinosaurs	Zim	Morrow
The Warm-Blooded Dinosaurs	May	Holiday House
There's No Such Thing as a Dragon	Kent	Golden Press

Activity #8



PETS

Preassessment:

Discussion of:

1. What animals do you think make good pets?
2. Are there other kinds of animals that you do not have that might make good pets?
3. How do we train our animals so they are good pets?
4. What is your responsibility if you are going to have a pet?

General Unit Objectives:

1. Children will become familiar with animals that are suitable pets and will learn the responsibilities involved in caring for pets.
2. Children will become acquainted with pets of different kinds.
3. Children will learn how to enjoy their pets.
4. The children will learn how to care for their pets.

Activities:

1. Suggested Field Trip Activities:
    a. Arrange a field trip to a local pet shop or pet area of a department store.
    b. Arrange a field trip to a local kennel and/or arrange for a Veterinarian to speak to your class about animal care.
2. A suggested group activity is to use the Peabody Picture cards in the Peabody Language Kit, and discuss with the children which animals would be pets and which ones wouldn't. Or, cut out animal pictures from a magazine and discuss with the children which ones are pets and which ones aren't. (see resources)
3. A suggested Parent Involvement Activity:
    a. Encourage the parents to play an animal game wherein they provide their child with pictures of animals, fish, birds, or others that are suitable as pets. These should be placed in a box and the children are to take turns drawing a picture out of the box. The child is to answer specific questions about the picture, such as: How does it move? Where does it live? What does it eat? What does it sound like?
    b. Another suggested parent activity is to have parents bring their child's pet or pets from home and visit the classroom, especially if they have a pet that has just had offspring, such as kittens or puppies.

4. Suggested Poem Activities:
   - a. "The Little Mice" (see resources)
   - b. "A Curious Pup," Page 112, Better Homes and Gardens Story Book, edited by Betty O'Connor. (See Poem insert).
   - c. "Pussy Cat," Kindergarten Experience Unit.
   - d. "I Love Little Pussy," Mother Goose, Kindergarten Experience Unit.
   - e. "The Goldfish" Kindergarten Experience Unit.
   - f. "Three Little Fish"
   - g. "How They Sleep"
   - h. "Kindness to Animals," A Childs Book of Poems.
5. Suggested Reading Activities:
   - a. "This is the Way the Animals Walk," by Louise Woodcock.
   - b. "The World of Mucledy-Dun," Little Trolley Book 20, Crossties, The Economy Company, Oklahoma City, Indianapolis.
6. Suggested Art Activities:
   - a. Have the children prepare a pet book by cutting out pictures of animals suitable for pets, from magazines, and pasting the pictures onto sheets of colored construction paper. The teacher can punch holes in the end of the sheets of paper and make separate books for each child. For a cover for their books, have the children draw a picture of their pet on a piece of construction paper.
   - b. Draw the rear view of a sitting rabbit, using a large circle for the body, a medium circle for the head, and a small circle for the tail. Add long ears. Precut shapes may be provided and the children can assemble and paste them together substituting a cotton ball for the small circle to make a fluffy tail.
7. Suggested Snack Activities:
   - a. Have a small vegetable salad, or carrot and celery sticks for snack. While eating, have the children discuss what kinds of pets eat the same kind of food, such as rabbits, guinea pigs, mice, hamsters, gerbils.
   - b. Cut paper napkins in the shape of different kinds of pets. Discuss the different shapes of pets, what they eat, and the sounds they make.
8. Suggested Role Play Activities:
   - a. Set up a pet shop in the classroom. Have the children bring toys and stuffed animals that are suitable as pets and have the children pretend they are shopping for a pet. Also, have the children demonstrate or tell how to properly care for the pet they have bought.
   - b. Have the children form a circle. Invite an imaginary dog (or any other pet they choose) into the circle. Give the dog an imaginary bath--but be careful not to get soap in his eyes. Notice his ears, fat tail, soft paws, and black cold nose. Rinse him with an imaginary clear, clean stream of water and stand back while he shakes. Rub him gently but thoroughly with a towel and then put him in the sun to dry. (NOTE: For Poster and Teaching suggestions on care of pets, write to The Pet Food Institute, 111 E. Wacker Drive, Chicago, Ill. 60601).

c. Plan a pet show. Start by having the children make prize ribbons for winning pets. Using tagboard, crayons and ribbons, write on the ribbon "For the _______ One."
Each child should have a ribbon. Arrange the pupils informally for the story and provide a flat working surface with easy access to materials for the activity. Read the Keats book "Pet Show," MacMillan, 1974, and lead a discussion by asking questions such as the following: What did Archie want to take to the pet show? Where did Archie look? Who chased Roberto's mouse? Who chased Willie? Who chased Peter? Did everyone get a prize? When did Archie arrive? What prize did the nice lady get? What was Archie's pet show entry? Who really owned the cat? Then start the pet show by giving each child a ribbon. Help the children decide what the prize categories will be, such as the prettiest cat , the dog with the longest tail, the most unusual animal, and other categories. Write on the ribbon the category chosen by each child. Distribute paper and crayons. Have the children draw the animals they think would win those prizes. Attach the prize to the picture and have each pupil share the pictures by standing before the group and making a statement about it, such as "My dog won a prize for the biggest smile." NOTE: Stuffed animals may be brought from home to be used as entries.

9. A Suggested Roll Call Activity is to call the child's name and have the child imitate a pet while the other children try to guess what pet he is imitating.

10. Suggested Game Activities:
    a. Cat and Mice - Put a container (butter tub) over mice (small objects with strings attached). On certain color or number cue, children must pull their mouse off squares.
    b. Gather small pictures of various kinds of animals (animal card games are a good source for these). Place pictures of animal homes on boxes or sacks. Distribute the animal pictures to those who choose to play this game and have them take turns putting the pictures into the proper "Home" as they name the animal and the kind of place in which he finds shelter.
    c. Belling the Cat -- You will need flash cards and a bell for each child. The children are to sit in a circle, which encloses a 'hest." Each child gets a turn to identify a letter or word the teacher shows on a flash card. If the child identifies it correctly, the child remains in the circle and is a cat. If the child misses, he or she hops into the center of the circle and becomes a bird in the nest. The cats may tell the name of the letter or word that was missed as the child goes into the nest. The birds must perch quietly in the center of the nest until the teacher has gone all the way around the circle, giving each child a turn at naming a letter or word. Then the cats left on the rim of the circle get bells and prowl around the birds meowing and shaking the bells. This frightens the birds, who flap their wings and churrip loudly at the cats. This is such an exciting game it is usually wise to include a rule that after the cats have prowled around the circle once or twice,

they and the birds must go back to their tables and "sleep" until the teacher has counted to 100 slowly. This game can be played outside. NOTE: Before starting the game, you may want to read the story "Belling the Cat," Better Homes and Gardens Story Book, page 133.

11. Suggested Finger plays:
    - a. "There Was A Little Turtle," See insert.
    - b. "Here is a Bunny," See insert.
    - c. "The Little Kittens," See insert.
12. Suggested Music Activities:
    - a. "What Do Little Kittens Say?"
    - b. The Galloping Ponies
    - c. Kitten-Walking on Soft Cushion
    - d. Flying Birds
    - e. A C-A-T Is a Cat
    - f. What Do They Say?
    - g. Chico, The Chihuahua
    - h. Happy Kittens
    - i. Your Dog and Your Cat
    - j. My Kitty

A C-A-T IS A CAT

A C-A-T is a cat, and a C-A-T says mee-owww;
A D-O-G is a dog, and a D-O-G says bow-wow;
A C-O-W double U is a cow, and a cow says moooo;
A B-O-Y is a boy, and a B-O-Y is you and you and you, etc.

WHAT DO THEY SAY

What do the pussy cats say?
Meow! Meow!
That's what the pussy cats say.

What do the puppy dogs say?
Bow-wow! Bow-wow!
That's what the puppy dogs say.

What do the yellow chicks say?
Peep-peep! Peep-peep!
That's what the yellow chicks say.

What do the wiggly worms say?
(Hands over mouth)
That's what the wiggly worms say!

What do the waddly ducks say?
Quack-quack! Quack-quack!
That's what the waddly ducks say.

What do the angel fish say?
(Hands over mouth)
That's what the angel fish say.

CHICO, THE CHIHUAHUA

Chico, chico, chico, Chico, Chico,
The chihuahua is a doggy from Mexico.
He's very little, but not so brittle and you ought
to see him go!
Bow-wow! Bow-wow! Bow-wow! Bow-wow! Bow-wow!

HAPPY KITTENS

Kittens, when they are happy, can do the strangest thing
They purr and hum a little song which only they can sing.

RESOURCES

Children's Books

Title	Author	Publisher
Billy and Blaze	Anderson	McCann
The Cat Who Thought He Was a Tiger	Cameron	McCann
The Dog Who Grew Too Much	Cameron	McCann
Flip	Dennis	Viking
Molly the Black Mare	Hogner	Viking
A Name for Kitty	McGinley	Simon & Schuster
Dogs Working for People	Foster	Nat'l. Geographic
Home Made Zoo	Greene	Lantern

YOUR DOG AND YOUR CAT

When you're in Spain, your dog is called a perro,
A gato is a cat, Now what do you think of that?

When you're in France, your dog is called a chien,
A chat is a cat, now, what do you think of that?

When you're in Germany, your dog is called a hund,
A katze is a cat, now, what do you think of that?

When you're in Japan, your dog is called an inu,
A neko is a cat, now, what do you think of that?

MY KITTY

I have a little kitty, who drinks a lot of milk,
And she is very pretty, her fur is soft as silk.

RESOURCES

Kindergarten Experience Unit
Bremerton School District
Bremerton, Washington

Rhythms

What Do Little Kittens Say?
Sing to tune of "Twinkle, Twinkle Little Star."
Substitute names of other animals and their sounds.

What do little kittens say
When they've been busy all the day?
To their mothers they mew, mew, mew,
"Feed me please, I'm tired of play."

Fingerplays

THE TURTLE

There was a little turtle,
He lived in a box,
He swam in a puddle,
He climbed on the rocks.
He snapped at a mosquito,
He snapped at a flea,
He snapped at a minnow,
He snapped at me.

He caught the mosquito.
He caught the flea.
He caught the minnow.
But he didn't catch me!

HERE IS A BUNNY

Here is a bunny with ears so funny;
   (two fingers up straight)
Here is his hole in the ground;
   (make circle of forefinger and thumb)
Up go his ears and he runs to his hole,
   (motion of running fingers)
When he hears a strange sound.
   (clap hands)

THREE LITTLE KITTENS

Three little kittens, one, two, three,
Were rolling and tumbling as happy as could be.
Three little puppies said: "What do I See?"
Three little puppies barked as loudly as could be.
Three little kittens ran fast home to me.

POEMS

THE LITTLE MICE

The little mice are eating, eating, eating,
The little mice are eating, eating, eating in the house.
The little mice are sleeping, sleeping, sleeping,
The little mice are sleeping, sleeping, sleeping in the house.
The old gray cat is coming, coming, coming,
The old gray cat is coming, coming, coming into the house.
The little mice are running, running, running,
The little mice are running, running, running out of the house.

PUSSY CAT

Pussy's eyes are big and green
Meow! Pussy cat.
Lap your milk up nice and clean
Meow! Pussy cat.
Pussy cat has sharp, sharp claws
Curled away up in her paws
Stroke her fur and she will purr
Meow! Pussy cat.

KINDNESS TO ANIMALS

Little children never give
pain to things that feel and live
Let the gentle robin come
for the crumbs you save at home;
As his meat you throw along
He'll repay you with a song.
Never hurt the timid hare
Peeping from her green grass lair,
Let her come and sport and play
On the lawn at close of day,
The little lark goes soaring high
To the bright windows of the sky,
Singing as if t'were always spring
And fluttering on an untried wing
Oh! let him sing his happy song,
Nor do these gentle creatures wrong.

I LOVE LITTLE PUSSY

I love little Pussy,
Her coat is so warm
And if I don't hurt her,
She'll do me no harm.

THE GOLDFISH

My darling little goldfish hasn't any toes
He swims around without a sound.
He can't come out to play with me
Nor I get in with him.
Although I say, "Come in to swim."

THREE LITTLE FISH

Three little fish,
In a pretty glass dish,
Have nothing to do all day,
But swim and swim and swim and swim
And play and play and play.

I wouldn't be a fish,
In a little glass dish,
With nothing to do but play
I'd rather be a boy
With a dog and a toy,
And a lesson to learn each day.

HOW THEY SLEEP

Some things go to sleep in such a funny way;
Little birds
Stand on one leg and tuck their heads away.

Chickens do the same, standing on their perch;
Little mice
Lie soft and still as if they were in church.

Kittens curl up close in such a funny ball;
Horses hang
Their sleepy heads and stand still in a stall.

Sometimes dogs stretch out, or curl up in a heap;
Cows lie down
Upon their sides when they would go to sleep.

But little babies dear are snuggly tucked in beds,
Warm with blankets
All so soft, and pillows for their heads.

Bird and beast and babe -- I wonder which of all
Dream the dearest dreams
That down from dreamland fall.

A CURIOUS PUP

A curious pup with a curious name
Was W. W. Dog;
He lived in a flat with a curious cat
In the curious city of Habitatat
And he never went out without wearing a hat
When he went for a
Joggetty-joggetty-joggetty-joggetty-joggetty-jog.

ANIMALS

- ZOO
- DINOSAURS
- PETS

Los Animales de Primero Descubrimiento en la Ciencia. Gretchen B. Teschner. Dallas, Texas, The Continental Press, 1974. Vendor: The Continental Press, Inc., Elizabethtown, PA 17022 (717) 367-1836.

Preschool. English/Spanish. Eight Charts, Two Guides, Eight Spirit Masters.

CONCEPTS ARE:
1. There are many kinds of animals
2. Animals have different coverings
3. Animals move in different ways
4. Animals need food, water, air and rest
5. Animals live in different places
6. Animals have baby animals like themselves
7. Animals help people
8. Some animals make good pets

A Day at the Zoo. Michigan Department of Education, 1972. P.O. Box 420, Lansing, MI 48902.

Preschool. Spanish/English. One Book, Softbound.

This storybook introduces the children to animals and their names through large illustrations on each page. It is designed to be used for oral language stimulation, vocabulary build-up, and developing auditory and visual discrimination.

Early Success Experience Through Animal Stencils. Developmental Learning Materials. Niles, Illinois: c1968. Vendor: Developmental Learning Materials, 7440 Natchez Avenue, Niles, IL 60648 (312) 647-7800.

Preschool. 12 Stencils.

These stencils contain the outlines of twelve animals for the young child to draw around the figures to create a specific shape.

Elefantes. Peter Usborne, Su Swallow and Jennifer Vaughn. Editorial Molino, Barcelona: 1975. Vendor: The Bilingual Publications Company, 1966 Broadway, New York, NY 10023 (212) 873-2067.

Preschool. Spanish. One Book, Hardbound (Series).

This book is part of a set of encyclopedias for very young children.

The Elephant and His Secrets. Atheneum Publishers, 1974. 122 East 42nd Street, New York, NY 10017 (212) 662-4500.

Preschool. Spanish/English. One Book, Hardbound.

This book narrates a story of how the elephant got the shadow of a mountain for his body.

La Fiesta de Aprender: Volumen 2. Lucille Strachen and George Dobrin. Education Activities, New York, 1975. Vendor: The Children's Book and Music Center, 5373 West Pico Boulevard, Los Angeles, CA 90019. (213) 937-1825.

Preschool. Spanish. One Phonodisc-33 1/3 RPM.

This record includes the song" "El Zoologíco"

Osito. Harper and Row, 1969. Department 363, 10 East 53rd Street, New York, NY 10022. (212) 593-7000.

Preschool. Spanish. One Book, Hardbound.

Included in this book are four stories about Osito, the baby bear.

The Tale of Peter Rabbit - Pedrín el Conejo Travieso. Beatrix Potter. Weston Woods, 1976. Vendor: Weston Woods Studios, Weston, CT 06880 (203) 226-3355.

Preschool. Spanish/English. Kit - One Filmstrip, One Audiocassette (English), One Audiocassette (Spanish), One Guide-English and One Guide-Spanish.

This audiovisual series tells the classic children's tale of Peter Rabbit and his encounter with Mr. McGregor.

El Tigre. Peter Usborne and Su Swallow, comp. Barcelona, Spain, 1972. Editorial Molino. Vendor: Pan American Book Company, 4362 Melrose Avenue, Los Angeles, CA (213) 665-8000.

Preschool. Spanish. One Book (Series) Hardbound.

This book is part of a set of encyclopedias for the very young child, and explores the concept of tigers.

Zoo-Risa. Editorial Almaden, 1971. 1031 Franquette Avenue, San Jose, CA 95125. (408) 266-3411.

Preschool. Spanish. One Book, Softbound.

This story is told in rhyming verse form with photographs from the San Diego, California Zoo.

THE FARM

Preassessment:

Discussion of:

1. What is a farm?
2. What is on a farm?
3. Have the children ever visited a farm?
4. What do you do on a farm?

General Unit Objectives:

1. Make the children aware of a farm environment. This will include the various animals and the purpose of a farm.
2. The child will learn to identify the various farm animals and know the sounds the animals make.
3. The child will learn about the different purposes of different types of farms.

Activities:

1. Read stories with pictures to the children relating to farm animals and discuss each animal. Stories for this are included on Resource page at the end of the unit.
2. Read and act out fingerplays with the children.

TWO MOTHER PIGS

Two Mother pigs lived in a pen
(show thumbs)
Each had four babies, and that made ten.
(show fingers and thumbs)
These four babies were black as night.
(hold up hand, thumb in palm)
These four babies were black and white.
(hold up hand, thumb in palm)
But all eight babies loved to play
And they rolled and rolled in the mud all day.
(roll hands over each other)
At night, with their mother, they curled up in a heap,
(make fists, palms up)
And squealed and squealed till they went to sleep.

TWO LITTLE DUCKS

Two little ducks that I once knew,
(extend index and tall fingers, emphasize each duck)
Fat ducks, skinny ducks, there were two.
But the one little duck with the feathers on his back,
(emphasize ONE with index finger)
He led the others with a quack, quack, quack.
(bend arms at elbow, tuck hands in armpits, flapping up and down)
Down to the river they would go,
(put hands together and wiggle in front of body)
Wibble, wobble, wibble, wobble, to and fro,
But the one little duck with the feathers on his back,
(emphasize ONE)
He led the others with a quack, quack, quack.

THIS LITTLE CALF

(This Little Pig may also be used)

This little calf eats grass.
(extend fingers; push each down in turn)
This little calf eats hay,
This little calf drinks water,
This little calf does nothing
But just lies down all day.
(rest last finger in palm of other hand)

WHEN A LITTLE CHICKEN DRINKS

I think when a little chicken drinks
(make loose fist, thumb and index touching for chicken's head)
He takes the water in his bill,
(cup other hand, palm up and dip first fist into it)
And then he holds his head way up
(hold up first fist)
So the water can run downhill.
(draw other index finger down along first forearm)

3. Through the use of these fingerplays, the children will gain a better understanding of what certain animals eat, what they look like, and how they act.

a. Old MacDonald Had a Farm
E-I-E-I-O
And on that farm he had a cow,
E-I-E-I-O
With a Moo, Moo here and a Moo, Moo there,
Here a Moo, There a Moo, everywhere a Moo, Moo
Old MacDonald Had a Farm
E-I-E-I-O

With this particular song, children may take turns choosing an animal found on a farm, making the sounds the animal makes and going through the different actions the particular animal makes.

b. Five Little Ducks
c. Vengaga Verd Me Rancho (Come to See My Ranch). This is a Spanish song which may be taught to the children.
d. My Farm, Spanish version.

4. Color and cut out pictures of farm animals for a bulletin board display. Teacher should run off dittos of different animals ahead of time and should discuss with the children beforehand what different colors certain animals may be.
5. Films may be shown to children -- "The Farmer" and "The Little Black Lamb," both obtainable from Encyclopedia Brittanica.
6. If it is possible the teacher could try to obtain hides of different farm animals so children may see ahead of time what type of skin, fur, hair or feathers each animal has.
7. Make a display in the classroom with farm set. This set can be obtained from a supply house or at any department store. The children may set up the barn and fences and position animals in different areas of the barnyard. It is suggested that children be allowed to play with this display whenever they wish to as they can become familiar with the animals. While children are learning with the display, the teacher should discuss with them which animals are safe to pet and which are dangerous. A visit to the farm may be in order here but we chose to put it at the end of the unit.
8. Cattle farms:
   a. A brief learning experience concerning what useful products come from a cattle farm. Ask children what foods come from a cattle farm -- steak, roast, lunchmeat, hamburger and hot dogs. Snack for the day may include one of these foods to better help the children understand.
9. Dairy Farms:
   a. The film "Milk: From the Farm to You" available through Encyclopedia Brittanica would be useful here. Also discuss with children what other dairy products come from a dairy farm and provide pictures of each. Possibly a ditto form for children to color.
      1. Cheese
      2. Cottage cheese
      3. Cream
      4. Butter
      5. Ice Cream

b. Let the children help prepare homemade ice cream in classroom and have later for treats, emphasizing that ingredients come from the dairy farm.

10. Poultry Farms:

a. Discuss what different kinds of poultry include (chickens, ducks, geese), and let children act out poem (The Chickens) putting sounds whenever they wish.

THE CHICKENS

Said the first little chicken,
With a queer little squirm,
"I wish I could find
A fat little worm."

Said the next little chicken,
With an odd little shrug,
"I wish I could find
A fat little slug."

Said the third little chicken
With a sharp little squeal,
"I wish I could find
some nice yellow meal."

Said the fourth little chicken
With a small sigh of grief,
"I wish I could find
A little green leaf."

Said the fifth little chicken
With a faint little moan,
"I wish I could find
A wee gravel stone."

"Now, see here," said the mother,
From the green garden patch,
"If you want any breakfast
Just come here and scratch."

b. Check ahead of time with the local or nearby University or college to obtain fertilized eggs. Purpose is to let the children watch day by day through the unit and probably longer until the eggs hatch. Proper lighting and storage for eggs will need to be obtained at the University.

c. Bring to class different types of eggs including chicken, duck, and goose eggs and compare the sizes and hardness of shells. Let the children handle the eggs and notice the hardness and weight of each. Compare the size of a robin egg or some other small bird egg.

11. Hog Farms:
    a. Using the story and record of "Three Little Pigs," let the children act out the story with the proper sound effects.
    b. Discuss the various foods that come from the pig. To stimulate the children, ask them what they eat that might be found on a hog farm -- bacon, sausage, spareribs, pork chops, ham, pork rinds, chicarrones, chitterlings.
    c. Ask the children to name useful products obtained from a pig. Have on display for them to examine such things as shoes, belts, gloves and purses, a football, and hairbrush. Explain that each one of these comes from the skin and hair on a pig.

    Throughout the discussions of each of the different types of farms, posters should be on display for the children to observe. These posters should be of different types of farms and may be used in the discussions.
12. Crop Farms: (including fruits and vegetables)
    a. Plant tomatoes, carrots, corn, oats or some grain in the classroom or outdoors if possible and let the children observe the growth, explaining to them how these foods are grown on farms and shipped to factories which process them and ship them to the grocery stores where we purchase them.
    b. Read picture book "Farm to Market" (Crossties) to the children.
    c. Bring to class an ear of field corn and an ear of sweet corn along with some wheat and oats and discuss with the children what foods are made from these grains and how they become breads and cereals.
    d. Farm machinery:
        1. Have toy tractors on display in the classroom to explain to the children how important a tractor is to the farmer.
        2. Along with the tractor, have a miniature plow, disc, combine and whatever other toys are available to help the children understand the different types of machinery needed on the farm to grow crops.
        3. While the children may be allowed to play with the toy machinery, it should be stressed that the real machinery can be dangerous. Have children feel the sharp edges of the blades of the plow and disc. Make them understand that on their upcoming trip to a farm, they must not go near any machinery without an adult and then only if they are careful.
    e. Take a trip to the local supermarket to the produce department and observe the various fruits and vegetables, explaining to the children how the products were planted and cared for by the farmer, harvested and eventually sent to the store. On this trip, visit the bread counter, noting that the wheat they saw in class goes into the bread they eat. Visit the meat department, which ties in with the previous discussion of beef, and have the butcher or store manager talk to the children about how the meat gets to the store from the farm. Visit the aisle with the cereals displayed so the children understand about the oats they saw in class and how they are part of cereal.

   d. On a particular day, discuss with the children, the snack for the day emphasizing that it probably came from a farm.

13. Peanut Farms
    a. Bring peanuts to class, explaining to the children that peanut farms are found where the weather is hot and humid, or wet.
    b. Have each child plant a peanut, noting that they grow underground.
14. Cotton Farms
    a. Bring cotton balls to show children, explaining that cotton farms are found where the weather is hot.
    b. Show pictures of clothing -- observing own clothing and explaining how cloth is made from cotton.
15. Sheep Farms
    a. Bring wool to class for children to observe.
    b. Perhaps someone in the community has a spinning wheel and will demonstrate for the children how wool is spun into yarn to make clothing.

At any time during this unit, the teacher may wish to take the children on a field trip to a farm in their area, depending on what is available. Those of us composing this unit felt after learning about the various animals on a farm, safety on a farm and the different types of farms, the unit could culminate with a day spent at the farm observing all things the child has learned. The farmer could explain what a typical day is like for him and his family.

Materials:

a. Books (see resources) to be read and discussed, and fingerplays.
b. Record player and records (see resources).
c. Crayons, scissors, and dittos of farm animals.
d. Films and projector
e. Hides of various farm animals
f. Plastic farm kit for display
g. Pictures or posters (see resources) to be on display.
h. Dittos of different products from various farm products.
i. Ice cream maker, cream, sugar, vanilla and ingredients to make ice cream.
j. Different types of eggs, obtained from farms
k. Eggs and proper lighting obtained from University for watching eggs hatch
l. Shoes, belts, gloves, purses, football, hairbrush for section on hog farm.
m. Containers and dirt or potting soil for planting peanuts and other vegetables during the crop farm study.
n. Ears of field corn, wheat stalks, oats
o. Toy tractors, plows, combine, wagon, disc and other toy machinery.
p. Peanuts and cotton balls, along with wool and spinning wheel.

RESOURCES

1. Kindergarten Keys Teacher's Guidebook and Language Development Cards, Group A, Section "The Farm," The Economy Co. Oklahoma City, Indianapolis.
2. Crossties - A basic discovery program in early childhood education, Teacher's Manual, The Economy Co., Oklahoma City, Indianapolis.
3. "Farm Animals," by Naoma Zimmerman; Rand McNally, Publisher (Start-Right Elk Book).
4. "I Know What A Farm Is," by Jean Fiedler; Western Publishing Company, A Whitman Book.
5. "Let's Do Fingerplays" by Marion Grayson: Robert B. Luce, Inc.
6. "Play With Paper" by Thea Bank-Jensen.
7. Childcraft, The How and Why Library. "Places to Know." Field Enterprises Educational Corporation.
8. Childcraft, The How and Why Library, "About Animals," Field Enterprises Educational Corporation.
9. "A Child Goes Forth," by Barbara J. Taylor.
10. "Farm to Market" Crossties.
11. Films to be used in this unit available from Encyclopedia Brittanica:
    a. "The Farmer"
    b. "The Little Black Lamb"
    c. "Milk: From the Farm to You"

Records to be used:
a. "Little Favorites" which includes Old MacDonald.

Children's Books

Title	Author	Publisher
When the Cows Got Out	Koch	Holiday House
Brown Cow Farm	Ipcar	Doubleday
Lonesome Little Colt	Anderson	Collier
The Barn	Roberts	McGraw-Hill
Mystery of the Farmer's Three Fives	Friskey	Children's Press
Children on a Farm	Graham	Brittania Books
City Boy, Country Boy	Schlein	Children's Press
On the Farm	Scarry	Golden
Picture Book Farm	Hawkinson	Children's Press
A Year on the Farm	Mitchell	Simon & Schuster
Farm for Rent	Hogner	Abelard-Schuman

THE FARM

Cartel de Animales Domesticos. Developmental Learning Materials, Inc., 7440 Natchez Avenue, Niles, IL 60648 (312) 647-7800.

Preschool. Spanish/English. One 24" x 35" Poster.

This poster illustrates an assortment of farm animals.

La Granja. Peter Usborne, Su Swallow and Jennifer Vaughn. Editorial Molino, Barcelona: 1975. Vendor: The Bilingual Publications Company, 1966 Broadway, New York, NY 10023 (212) 873-2067.

Preschool. Spanish. One Book, Hardbound (Series).

Part of a set of encyclopedias for very young children, this book explores the concept of a farm.

Kindergarten Curriculum. Bilingual Education Project, Las Cruces School District #2. Las Cruces, New Mexico (505) 524-9128.

Preschool. Spanish/English. Three Books, Softbound.

This curriculum guide contains a unit on farms.

La Vida en el Campo. Froebel-Kan, Tokyo: 1972. Vendor: Donars Productions, P.O. Box 24, Loveland, CO 80537 (303) 669-0586.

Preschool. Spanish. One Book, Hardbound (Series).

The text of La Vida en el Campo is entirely in Spanish. The concept of family life style in the country is explored.

CIRCUS

Preassessment:

Discussion of:
1. Have you ever been to a circus?
2. What things at the circus did you like best?
3. Did you see any clowns?
4. What animals did you see?
5. How did the circus make you feel?

General Unit Objectives:

1. To be able to discuss what makes up a circus.
2. The children will demonstrate a knowledge of the basic language of circus.
3. They will develop a better understanding of circus performers.
4. Children will learn the proper behavior at the circus:
    a. Remain close to adults.
    b. Keep a proper distance from the animals
    c. Do not tease the animals
    d. Do not try performers' tricks at home without proper adult supervision.

Activities:

1. During free play:
    a. Have the children put on makeup like a clown. Have available mirrors and Halloween makeup with tissues to use to wipe up. Or have the children use the grease paint.

       Brown Grease Paint
       1 Tablespoon white shortening
       1½ Tablespoons unsugared cocoa
       Mix on white plate and add 3-4 drops glycerin.
       White Grease Paint
       1 Tablespoon white shortening
       5 Tablespoons corn starch
       1 Tablespoon white flour
       Mix on white plate with 3-4 drops glycerin
       and add a drop of food coloring for a color.

       Remove with white shortening, cold cream or baby oil.
    b. Block area - take out the circus animals for the children to play with.
    c. Make a ring with blocks or cardboard for one child at a time to play as one of the performers in a circus. Have props available such as clown outfits, ringmaster whip, etc.
    d. Set up some of the gross motor equipment for the children to safely play as some of the performers.
        - tight rope walker - balance beam
        - mats for tumbling
        - small balls or bean bags for jugglers

tricycles for clowns' cars
balance board for dog act or seal
musical instruments for a band
whip for lion tamer

2. Art Activities:
   a. Make a clown hat by folding construction paper into a cone shape to fit the top of the child's head. Have the child make a pompom by cutting the edges of the crepe paper which has been tied in the middle with six thicknesses three inches long. Fasten to top. Have the child color and cut out shapes to glue on the sides of the hat.
   b. Make circus animal costumes:
      Materials:
      a. large paper bags - big enough to fit over child's head.
      b. crepe paper
      c. piece of clothesline for tail.
      d. thick rope for elephant's trunk.
      e. glue
      f. cardboard

      Procedure: Cut out a heart shape for face. Cut animal ears for either lion, tiger, or elephant. Make tails by wrapping crepe paper around a piece of clothesline. Lion's mane is made by pasting strips of wrapping paper around the sides and back of the paper head. Tiger's head is made by painting black stripes on the bag. Elephants' trunks are made by wrapping crepe paper around a thick rope and gluing to paper. Cut tusks out of cardboard.
   c. Ringmaster's Costume:
      Materials:
      a. cardboard
      b. tape
      c. black paint
      d. black crepe paper
      e. string and a stick for the whip.

      Procedure: To make the hat, make a tube out of cardboard to fit the head, tape ends, cut a larger circle for the brim. Cut out the part of the brim where the head fits and tape on top of hat. Cut a black bow tie out of crepe paper.
   d. Band costume:
      Materials:
      a. red crepe paper
      b. cardboard
      c. construction paper
      d. tape

      Procedure: Cut three strips each about as wide as your hand from an unopened package of crepe paper. Pin two strips crisscross to the child's shirt. To make the hat, make a tube out of construction paper to fit head. Tape ends. For the feather cut a piece of cardboard about two fingers wide and a little longer than the hat. Cut slits in the third piece of crepe paper and wrap it and glue it to the cardboard.

e. Clown Costume:
    Materials:
    a. White stocking
    b. bits of yarn for hair
    c. string
    d. cold cream
    e. flour or bath powder
    f. lipstick
    g. eyebrow pencil

    Procedure: Cut the top of a sock, tie a string around the end that was cut and turn inside out; glue, staple, or sew bits of yarn to the stocking cap. Put on cap. To make the face cover it with cold cream and pat on flour or bath powder. Draw eyebrows, long eyelashes, a wide mouth and red cheeks with lipstick. Make a ball of clay to put at the end for a nose. Put on big clothes and shoes and then it's time to act like a clown by slipping, falling, and doing funny dances.

f. Clown on a string. Have the child color, cut out the clown. Glue the legs and arms where they belong and the faces back to back. Punch a hole in the top and tie a string. Have the child spin around to see sad and happy faces of the clown. (See master for clown attached)

g. For a bulletin board put three circles. Have the children discuss what could be going on in each of the circles. Have the children work on a mural of all the people that are in the stands watching the show. Then have the children draw the animals or performers who will be in each ring. This could be done with simple drawings to be colored and cut out or just free hand. The clowns could be covered with bits of cloth glued on.

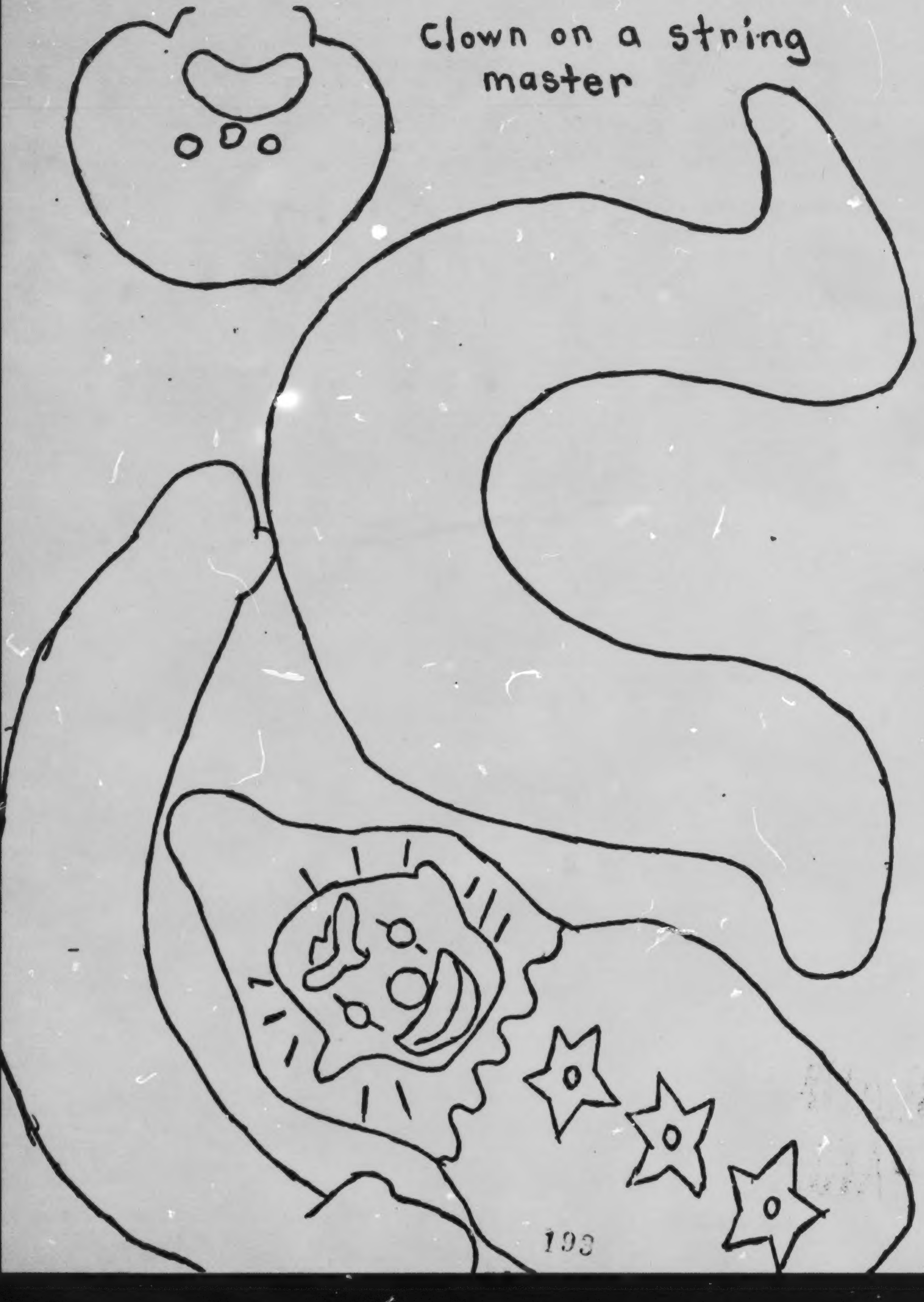
h. Yarn lion. A simple face of a lion is outlined on paper. The child colors the lion brown then glues short pieces of yarn around for a mane.

i. Cork floaters - Draw a clown, lion, elephant, or seal with a small tab on the bottom on cardboard or heavy construction paper. Color the animal on both sides with wax crayons to waterproof. Cut out the animals. Cut a cork stopper in half and with the flat side down, put a small slit in the top to fit the tab. Stick a thumb tack on the other side of the cork to weight it. Then set up some water play and let the children float their animals.

j. Model circus animals from clay. Let dry and paint.

3. Role Playing:
    a. Each child or two children together work up their own circus act being an animal or performer. Teacher helps direct and has costumes available. Then have the children parade into other rooms and perform for others. Suggestions: clowns, jugglers, lion with tamer, vendor selling things, dog act, horses with riders, and ring master.
    b. If a child has an animal that can do tricks he could bring it to do tricks for the children. This may be simple with just a dog that can sit down and then the teacher can talk about how hard it is to train animals and how we should treat them.

Clown on a string
master

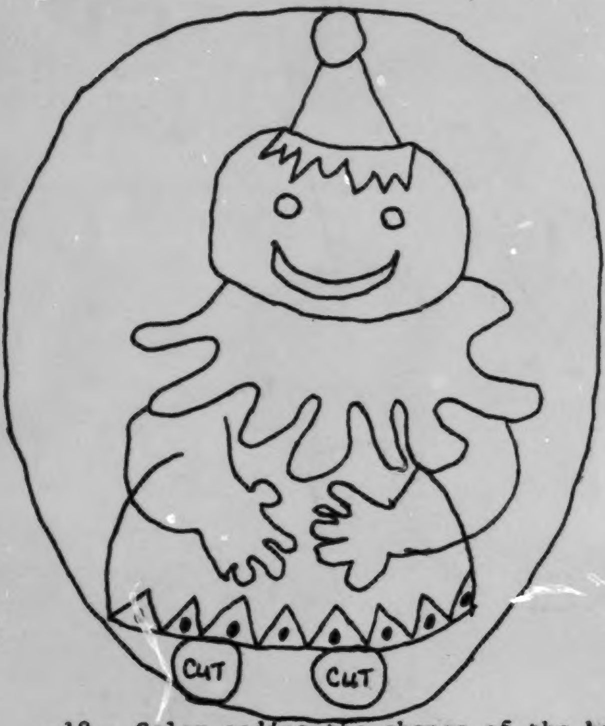


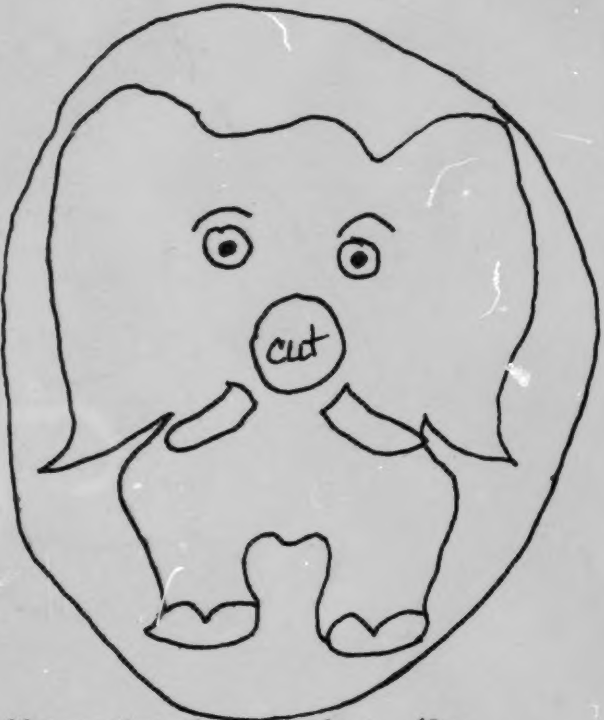
   c. Role playing going to a circus with buying tickets, acting out how to behave, maybe even having a snack of popcorn to eat.

4. Move like circus animals to a record such as "Learning About Me and and the Way I Move" where you can walk like the ring master, jump like the dogs, gallop like the horses, to the record.
5. Walk like circus animals:
   Elephant - on all fours with legs stiff and head down and walk slowly swaying from side to side.
   Seal - flat on stomach with arms and hands to side. Push on hands until arms stiff and upper trunk off ground and then slowly move forward.
6. Movement to piano chords:
   Elephant - hit base chord slowly again and again and have the children walk in time as elephants swinging their arms as a trunk.
   Lions or Tigers - hit a medium chord faster for crawling lions and tigers and have children move to chords and make growling noises.
   Horses - Medium chord with a gallop pace for children to gallop around and make horse noises to the chords.
   Tight rope Walker - high chord going not in measured beat and have children pretend to walk on a wire and take a step every time the chord is struck and hold arms out to balance.
7. Snack Suggestions:
   a. Popcorn. At roll call each child would be asked a question or to act out a circus performance and then would be given a ticket to use to "buy" popcorn at snack time. They must hang onto tickets.
   b. Peanuts. At roll call discuss what animals eat and something we like to eat at the circus too. Have the peanuts in the shells so children must use fine motor skills to open them. With left over shells make finger puppets by putting faces on with magic marker-like a clown. Break up the rest of the shells at free play and separate into different bowls where they can be tinted with food coloring and let dry. When dry, the children can use them to make mosaics.
   c. Candy apples. Have the children make them with the easy to use "wrapples" and push own sticks in with their names on them.
8. One child who is dressed like a clown may "sell" balloons which the children can sit on to try to pop.
9. Bilingual:
   a. Fingerplays "Cinco Elefontitos" (See fingerplay section)
   b. Learn circus words in Spanish.
10. Field trips or special guests
    a. To see any performing animals around town such as well trained horses.
    b. Go to see how cotton candy is made or have the machine brought to the school.
    c. Have a local "Clown" come to school and show tricks to the children. He could show how he puts on his makeup and teach the children how to be clowns.

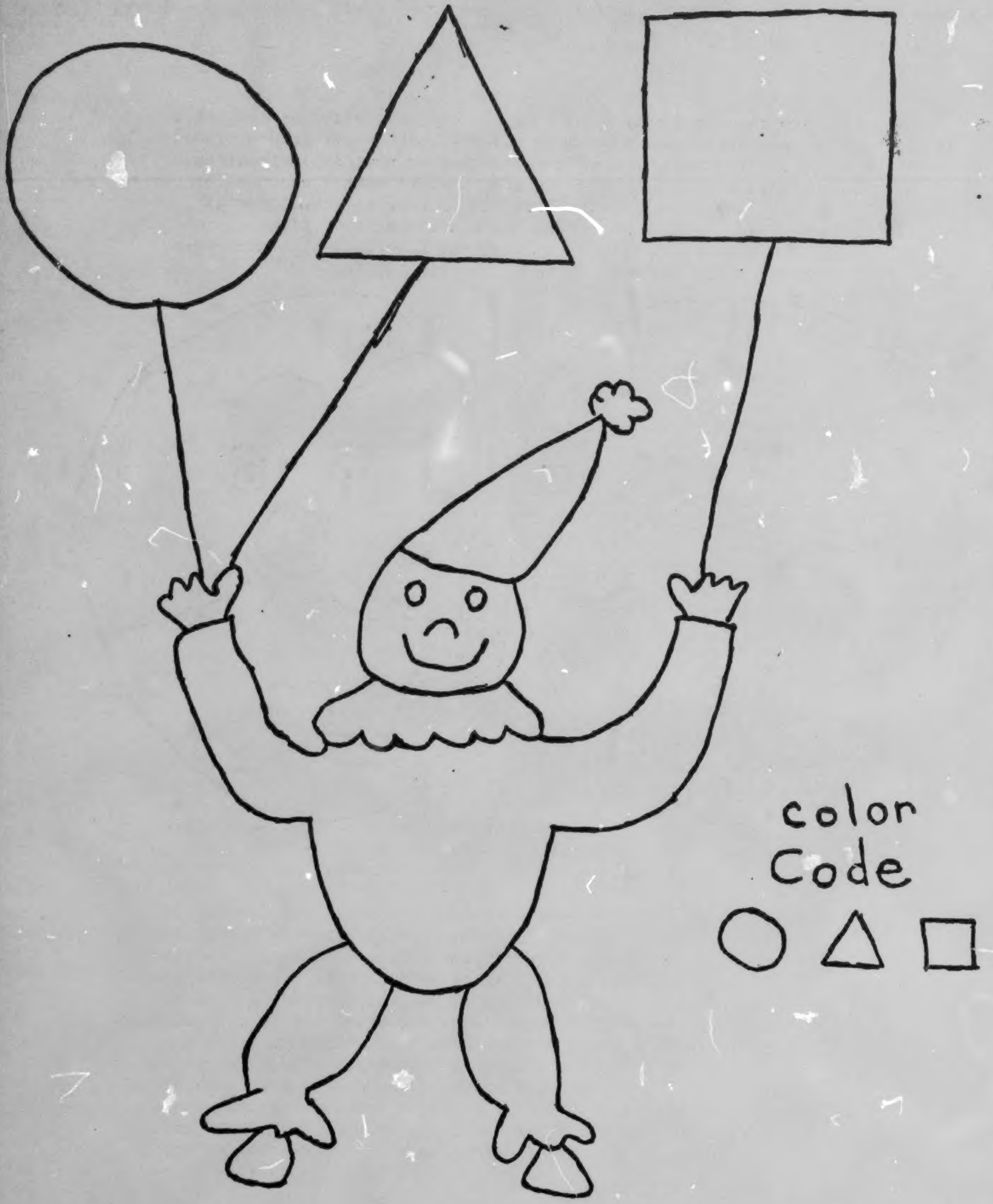
11. Roll call
    a. Have each child tell about circus he has seen,
    b. Discuss the different animals seen in a circus and show the molded circus animals. Place all animals in a bag and when a child's name is called he must draw an animal out of the bag and name it. Also could be done with pictures of circus performers.
    c. Discuss feeding the animals and how to treat animals.
    d. Discuss the performers and act out one when name is called and children have to guess what it is.
    e. Discuss circus terms or vocabulary. When a child's name is called he is asked to tell what one circus word means.
    f. Discuss the safe way to act at the circus. Ask the children true or false sentences about how to behave at the circus.
       Example:
       Try to touch all the animals
       Don't tease the animals
       Ask true or false statements about the circus.
       Lions fly
       Clowns are funny
       Elephants eat peanuts
       Tigers are very friendly
       Tight rope walking is easy
12. Circus game:
    a. You need a large area to form a circle with a "ringmaster" in the middle with a whip and call out a circus performer or animal and the children do the appropriate action until he calls a new one. Change ringmasters often, giving everyone a chance.
13. Read Circus Books (such as The Little Elephant by Arthur Gregor).
14. Match, bingo or lotto circus animals. For matching make up cards with pairs of matching circus items for children to sort out. For bingo make up cards with eight circus items and then put related ones into a bag for caller to pull out. Or make lotto or domino cards to play with.
15. Have the children make instruments for the circus band.
    a. Hum on a comb - wrap a sheet of tissue paper around a comb.
    b. Hummer - cut a circle of wax paper larger than the end of a paper-roll tube. Put the paper circle over the end of the tube and fasten in place with a rubber band. You can decorate the tube if you like. Hum into open end.
    c. Xylophone - with six empty same-sized pop bottles, fill up with water from just a little to all in the last one. Hit with a wooden spoon.
    d. Sandpaper blocks - with two easy to hold building blocks cut sandpaper to go over one side and onto edges which you thumbtack down.

16. For parents or volunteers many of the projects would be adaptable.
    a. Volunteers in the classroom may work with small groups or one to one in making any of the costumes or musical instruments.
    b. Parents may be sent home instructions to make a costume for their child (one of his choice) for him to wear to school one day.
17. Finger puppets can be made from the masters below. After the child cuts them and colors them he is encouraged to role play with them. The finger holes may need to be cut by the teacher.





18. Color coding the shapes of the balloons that the clown has. (See the work sheet on the following page)
19. Finger plays are listed at the end. Some added suggestions in their use follow.
    a. "My Balloon." This finger play helps to teach the concept of small and large. Let the children draw circles (balloons) and color them. Have them draw circles in the air, also.
    b. "I'm a Little Puppet Clown." This poem teaches the difference between relaxation and tension. A real puppet can be used to demonstrate the actions before they are tried out by the children.
    c. "This Little Clown" can be used with a flannelboard with a fat clown, a clown doing a trick, a tall clown, a singing clown and a tiny clown. (Parent could be asked to make up the flannelboard)
    d. "Ten Circus Wagons." Have the children see which animal they would like to draw and color and then let them hold these animals as the poem is said or flannelboard animals could be used.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FINGER PLAYS FOR CIRCUS

THIS LITTLE CLOWN

This little clown is fat and gay;
(Hold up thumb)
This little clown does tricks all day;
(Hold up pointer finger)
This little clown is tall and strong;
(Hold up middle finger)
This little clown sings a funny song;
(Hold up ring finger and wiggle it)
This little clown is wee and small;
(Hold up little finger)
But he can do anything at all.

CINCO ELEFONITITOS

Cinco elefonititos Este se cayo
(hold up five fingers then fold thumb)
Cuatro elefontitos Este se perdio
(hold up four fingers)
Tres elefontitos Este se enfermo
(hold up three fingers)
Dos elefontitos Este se murio
(hold up two fingers)
Ahora quedo uno Solo se quedo
(hold up one finger)
Este elefantito
(hold the little finger with your hand)
Me lolleve yo, me lolleve yo

TEN CIRCUS WAGONS

Ten circus wagons, painted oh, so gay,
Come into town with the circus today!
(hold up ten fingers)
This one holds a lion, that gives a big loud roar!
(point to thumb)
This one holds a tiger, fast asleep on the floor.
(point to pointer)
This one holds a funny seal, that nods to left and right.
(point to middle finger)
This one holds a zebra, that is striped all black and white.
(ring finger)
This one holds a camel, with two humps upon his back.
(point to little finger)
This one holds a panther, with his coat of fur so black.
(thumb on other hand)

This one holds an elephant, that is drinking from a pail.
(pointer)
This one holds a monkey, that's swinging by his tail.
(middle finger)
This one holds a hippo with a grin so very wide.
(ring finger)
This one holds a leopard, with a gaily spotted hide.
(little finger)
Ten circus wagons, painted oh, so gay,
Come into town with the circus today!

THE CIRCUS

The circus is coming to town today,
We will get tickets, the band will play,
Soon we'll be seated to see the fun,
Laughing and clapping every one.

THE CLOWN

Oh, see the clown in his funny hat,
Patches on his pants and he's big and fat,
Long floppy shoes and a round red nose
Makes people laugh wherever he goes.

THE ELEPHANT

See the elephant coming by
Flapping ears and tiny eyes.
See him swinging his great big trunk
As he walks
Ka-lunk, ka-lunk, ka-lunk

CIRCUS TIME

If you will put on a paper hat,
Then I will beat on the drum;
Then off we'll run to join the fun
And see if the circus has come.
There'll be one monkey and maybe more,
A lion too, with her cub;
And if the bear should see us there,
He'll dance to our rub-a-dub-dub.

MY BALLOON

Here I have a new balloon.
(make a circle with thumb and pointer finger)
Help me while I blow;
Small at first and then bigger.
(make circle with thumb and pointer, bigger with both hands)
Watch it grow and grow.
(circle with arms)
Do you think it is big enough?
Maybe I should stop;
For if I give another blow.
My balloon will surely pop!
(clap hands)

I'M A LITTLE PUPPET CLOWN

I'm a little puppet clown,
When my strings move up and down,
(bend at knee and go down and up)
First I'll stand up, and then I'll fall down,
(sink to floor)
I'm a funny little puppet clown.
I'm a funny little puppet gay.
Move my strings and watch me play.
(bend at knees and go down and up)
Now I'm stiff
(stand tall, arms at sides)
Now I'm tall.
(stretch on tip-toes)
Let go of my strings and I will fall.
(sink to floor)

Post Test:

1. The child demonstrates a knowledge of the make up of a circus.
   a. Animals: Is able to name three.
   b. Performers: Is able to act out one performer.
2. Able to define: circus, clown, elephant, lion, ringmaster, band, balloon, and cotton candy.
3. Able to give correct response to statements, if true or false, concerning the proper behavior at a circus.
   a. It's ok to run around during a circus.
   b. It's ok to "boo" the performers.
   c. Do not tease the animals.
   d. Try the tricks at home.
   e. Sit with your parents.
   f. Throw popcorn at the animals.

RESOURCES

Learning About Me and the Way I Move (record). Ultra Sound Records ULT-3324 1728 Roberta Lane, Merrick, New York

Childcraft Make and Do Volume II. Field Enterprises Educational Corporation, Merchandise Mart Plaza, Chicago, Illinois 60654

Rhymes for Fingers and Flannelboard. Louise Binder Scott and J.J. Thompson, Webster Publishing Company, St. Louis, MO

Talkabout #2. Center for Media Development, Inc. 150 Great Neck Road, Great Neck, New York 11021

Peabody Early Experience Kit. American Guidance Service Inc. Publishing Building, Circle Pine, Minnesota 55014

Kindergarten Experience Unit. Bremerton School District 100-C Bremerton, Washington

Children's Books

Title	Author	Publisher
Funny Mr. Clown	Crume	Bowman
Boo and the Flying Flews	Bacon	Golden

CIRCUS

Dumbo : Con Canciones de la Pelicula. Walt Disney. Burbank, California: Walt Disney Productions, 1969. Vendor: Pan American Book Company, 4362 Melrose Avenue, Los Angeles, CA 90029 (213) 665-8000.

Preschool. Spanish. Listening Center (Six Booklets, One Record - 33 1/3 RPM).

This kit is designed for use in learning centers. It tells the classic story of Dumbo, the elephant whose ears were so big he could fly.

Elefantes. Peter Usborne, Su Swallow and Jennifer Vaughn. Editorial Molino, Barcelona: 1975. Vendor: The Bilingual Publications Company, 1966 Broadway, New York, NY 10023 (212) 873-2067.

Preschool. Spanish. One Book, Hardbound (Series).

This book is part of a set of encyclopedias for very young children, and discusses the concept of elephants.

The Sing, Say and Speak Records: Spanish/English. Elena Paz and Jose Romero Fernandez. Miller-Brody Productions, New York: n.d. Vendor: The Children's Book and Music Center, 5373 West Pico Boulevard, Los Angeles, CA 90019 (213) 937-1825.

Preschool. Spanish/English. One Phonodisc-33 1/3 RPM.

This record contains the song "El Circo - The Circus Band."

The Tiger - El Tigre! Letty Williams. Prentice-Hall, Englewood Cliffs, New Jersey: 1970. Vendor: The Children's Book and Music Center, 5373 West Pico Blvd., Los Angeles, CA 90019 (213) 937-1825.

Preschool. Spanish/English. One Book, Hardbound,

This cultural storybook has a tiger as one of the main characters.

Ya Llego el Circo. Editorial Arica, S.A., Lima, Peru: 1972. Vendor: Donars Productions, P.O. Box 24, Loveland, CO 80537 (303) 669-0586.

Preschool. Spanish. One Book, Hardbound (Series).

The text of this book deals with aspects of a visit to a circus.

SEA LIFE

Preassessment:

Discussion of:

1. Name three different kinds of fish.
2. Name two different kinds of shellfish.
3. The following words can be defined by the children:
   a. Seaweed
   b. Crab
   c. Shark
   d. Sea shells
   e. Sand
4. Why do fish live in the sea?
5. Do we use sea animals and plants for food?
6. What equipment is needed for sea fishing?

General Unit Objectives:

1. The child is able to recognize different sea animals.
2. The child will be able to recognize sea plants.
3. The child will understand that some fish live in fresh water, and others in salt water.
4. The child understands the importance of sea plants and animals as food for people.
5. The child recognizes the need for sea life.
6. The child recognizes the characteristics and habits of sea life.

Activities:

1. Suggested Art Activities:
   a. Make a sea mural with blue-wash by drawing an underwater scene of fish, seaweed, etc., with crayon and wash over it with a thin solution of blue tempera or water color paint. The tempera paint will fall off the crayon part, but the background will be blue.
   b. Have the children make sea shell paperweights by providing each child with some plaster of paris, paintbrushes, paint, and a large clean shell. This can be done for a father's day project. After discussing the purpose of a paperweight, have the pupils help you mix the plaster of paris with water. Then fill each child's shell to the rim with plaster of paris. Let the plaster harden. Have the children paint the outside of the shell. When it is dry, tie a colorful ribbon around the paperweight.
   c. Have the children mold clay into shell shapes or other patterns and then paint them.

d. Have the children make octopuses:
   Materials:
   a. plastic hosiery egg, (one-half)
   b. construction paper
   c. crayons
   d. glue
   e. scissors
   Also have on display a picture of an octopus. Before beginning, discuss with the children characteristics of the octopus, such as its eight legs, tentacles, and how it eats. Then, have the children draw eyes on the hosiery egg head of the octopus, near the point of the egg, with a magic marker. Next, have the children cut construction paper into eight strips, and help them fold each strip to make accordion folds. Then show the children how to glue the legs around the bottom of the octopus head. Have them name their octopuses. NOTE: when completed, the octopuses may be suspended from the ceiling or light fixtures with string.

e. Have the children make models of octopuses from clay. The bodies can be ball-shaped and the arms long, rolled pieces.

f. Have the children draw and cut out sea animals and plants, using construction paper. Give each child a 14-inch piece of plastic wrap. Have each child place sea animals and plants on the lower half of the piece of plastic wrap. Have each child fold the upper half of the wrap over the sea animals and plants. Place the picture on a sheet of newspaper. Put another sheet of newspaper over the folded picture. With a moderately hot iron, press down on the top newspaper until the plastic melts slightly. This can be displayed in a window or against a blue background, or tape all the pictures together to make a mural.

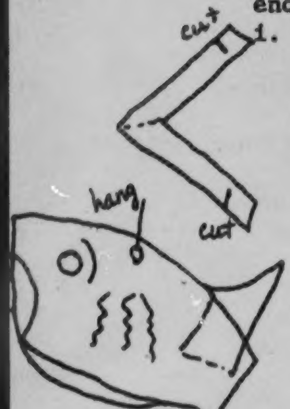
g. Have the children make sea shell jewelry:
   Material:
   a. small sea shells
   b. thin piece of yarn with a knot at one end
   c. small beads with holes
   d. heavy darning needle
   First, thread the needles. Have the children string first a bead, then a shell, then a bead, then a shell, until they have made a necklace or a bracelet. Tie the ends in a knot together. NOTE: shells can be bought with holes already in them, or beforehand, the teacher should poke holes in the shells.

h. Have the children make sea animals from cooked play dough. Allow the play dough to harden overnight so the children can paint it with tempera paint the following day. The recipe for cooked play dough is as follows:

Cooked Play Dough

4 Tablespoons cornstarch ½ cup salt
½ cup boiling water

Mix cornstarch and salt. Add food coloring now if you desire color in your play dough. Pour in the boiling water, and stir until the mixture is soft and smooth. Place the mixture over low heat until it forms forms a soft ball. Let the mixture cool, then divide it among the children. If the mixture sticks, dust the children's hands with corn starch. NOTE: This makes enough play dough for about four children.



1. Have the children make a fish mobile. With a ruler draw a straight line two inches away from the long side of a piece of construction paper. Then take your scissors, cut along the line you have drawn, and you will have a long strip of paper. Fold the paper in half, and crease it. One inch from one end of the strip, cut through the paper from the side halfway across. On the other end, cut halfway across the paper from the other side. Bring both ends together, and fit the cuts together. The fan at the end forms the fish's tail. Poke a small hole in the fish's back and push a piece of string through the hole. Knot the end of the string so it won't pull through the paper. You can draw eyes and mouth on your fish if you wish, with magic markers. Then hang the fish up.
2. Suggested Game Activities:
   a. "Sea Captain" - Seat five to eight children informally. Ask for a volunteer to be the Sea Captain. Evenly distribute several pictures of familiar sea animals, such as a whale, dolphin, seaweed, clam, lobster, starfish, shark, jellyfish, tuna, salmon, crab, trout, and others, to the other children. The Sea Captain will name an animal. The child who has the picture of the animal named will give it to the Sea Captain. This continues until one child has no more pictures. That child will be the Sea Captain for the next game. Name the sea animals in random order. When a game is over, collect the pictures, shuffle them, and pass them out again. Play the game several times with the children.
   b. "Lets Pretend" - Have the children sit facing you. Say "Lets Pretend we are fish under water." (Have the children act this out). "Show me what a fish does with his mouth when he is swimming under water." (Have children act this out). "Listen to the sound your lips make as they pop open." (Have children open and close mouths the way a fish does).
   c. Organize a fishing booth -- Obtain a large box, about the size a washer or dryer comes in. On one side, cut an opening at the top of the box so one of the children can be inside to put the "fish" on the fishing child's hook. Make a fishing pole by driving a small nail in the end of a long stick. Loop one end of a long piece of heavy string around the nail, tie it securely. Attach a large safety pin at the other end of the string. The string should be at least a yard long.

One child at a time can dangle the string through the opening in the box. The child or teacher on the inside of the box can attach a fish to the safety pin and give a pull on the string to indicate something has been caught. "Fish" can be different fish shapes and sizes cut out of heavy construction paper, plastic, or it can be other items, such as an appropriate snack for that day.

A variation of the above is to cut six-inch fishes out of tagboard and insert a paper clip in the mouth of each. Paste a shape on each fish and place the fish in a non-metal container called the "pond." Tie a magnet at one end of an 18" piece of string. Have paper plates serve as frying pan, decorated with shapes used on the fish, one of each kind. If desired, you may also provide straw hats for the "fishermen." NOTE: As the children recognize numerals, these may be used instead of shapes.

3. Suggested Field Trip Activities:
   a. Arrange a field trip for the children to a local fish hatchery.
   b. Arrange a field trip for the children to a local pet shop or pet department in a department store.
4. Suggested Group Activities:
   a. Set up an exploration center using a large table. Place sea shells, specimens of sea animals, seaweed, algae, sand and sea water in a jar. Provide a magnifying glass so the children may view the specimen more closely.
   b. Have the children seated for an informal discussion. Discuss how fish are born, that they are hatched from eggs and that some fish lay their eggs on top of the water, and some at the bottom of the stream and some even cover them with sand or in weed nests. Explain that in some species of fish the eggs are held in special pouches, the gills, or the mother's mouth. Obtain some salmon eggs from a sporting good store to show the children. Let them touch them if they wish. Then discuss how fish swim. Explain that fish breathe through their gills and would die if they were out of water too long, whereas humans breathe through their lungs and would die if they had to breathe under water. Explain to the children that fish can smell but cannot taste. Ask if we would enjoy our food or be able to identify it if we could not taste it. Note that the fish's sense of touch is in their tongue, and is how they identify the food they are eating. Mention that fish have two eyes just like people, but they have no ears and that they hear through vibrations.
   c. Show children pictures of several kinds of sea animals, such as an octopus, a squid, a tuna, a sardine, an oyster, a salmon and a shrimp. Discuss how sea animals are alike and how they are different. Explain that sea animals are sources of food. Ask the children which of the animals they may have eaten. Discuss the different ways sea animals are sold in stores, like canned, fresh, and frozen. Have samples of these sea animals for the children to taste. Encourage the children to compare taste, texture, color and smell. Bring samples of canned, frozen, and fresh seafood.

   d. Provide each pupil with a Duplicating Master 93 and a crayon. Discuss how sea animals are different from land animals and fresh water animals. This might include skin, shape, size and body parts. Have the children draw a circle in crayon around the sea animals on the Duplicating Master 93. Discuss where the other animals live. You might want to tell the children that they are going to "catch" the sea animals in a net and let them draw a net with crayon over the sea animals on the Master. Let the children color the sea animals.

5. Suggested snack activities:
   a. Arrange to have fish sticks and tartar sauce for a snack. Let the children observe them in frozen form before baking them.
   b. Arrange to have a tuna fish finger sandwich for snack and explain how some seafood is prepared and preserved by canning.
6. Suggested Finger Plays Activities:
   a. "See The Fishes," page 90, Dance-a-Folksong, by Anne & Paul Barlin. (See Fingerplays insert).
   b. "Five Little Seashells," page 94, Rhyme for Fingers & Flannelboards. (See Fingerplays insert)
7. Suggested Parent Involvement Activities:
   a. Send home notes to parents encouraging them to take their child on a fishing trip.
   b. Encourage parents to help their child collect toys or stuffed animals representing sea life. They can provide props such as a box of sand, some sea shells, and a toy representing a fisherman and a boat. They can use these to have the child portray habits of sea animals that they have learned about in school.
8. Suggested Film Activities:
   a. Looking At Fishes, MP 82
   b. Otters, Clowns of the Sea MP 384
   c. Looking at Amphibians, MP 84
   d. Video Cassette - A Sea Adventure of Sandy Snail, VC 108A
   e. Film Strip - Tropical Fishes, TA 8
   f. Film Strip - Animals of Sea & Shore, TA 11

   (The above are available from the Carbon County Instructional Materials Center, through Mimi Gillman in Saratoga).
9. Suggested materials for reading activities:
   a. "The Adventures of Water" by Eleanor Clymer.
   b. "The Beach Before Breakfast" by Maxine W. Kumin.
   c. "The Book of Sea Shells" by Michael H. Devens.
   d. "Bottom of the Sea" by Agusta R. Golden.
   e. "Jellyfishes" by Elizabeth Shepherd.
   f. "Leonard Visits the Ocean Floor" by Gene Darbey.
   g. "All About Fishes" by C. Burger, Random House, 1961.
   h. "What Is a Fish" by Gene Darbey, Benefic Press, 1958.
10. Suggested Roll Call Activities:
    a. Have the children walk like a crab, or a penguin, or act like a lobster or swim like a fish, as their name is called.
    b. When the child's name is called, have him name a kind of fish and tell whether it lives in fresh water or salt water.

11. Suggested Free Play Activity: Make a library corner by collecting picture books and storybooks about sea plants and animals. Arrange them on a display shelf or table where the children have easy access to them.
12. For practice in counting and to help the children in recognizing numbers, make a bulletin board fishbowl. Put one fish in it the first day. Ask the children to count the fish. Add one or two fish each day, and count them all each day. One child can be chosen to count and tell whether any new fish have been added to the fishbowl. A variation of this is to make a set of numbers on slips of white drawing paper with a black felt pen. After the fish have been counted each day, help the children select a slip that bears the number of the total, and let the child thumbtack it to the bottom of the fishbowl. When ten fish (or whatever number you choose) have been added, you can take all the fish away and start over again. (150 Plus Games! and Activities for Early Childhood, pages 35 & 36).

FINGERPLAYS

FIVE LITTLE SEASHELLS

Five little seashells lying on the shore,
(hold up five fingers)
Swish! went the waves, and then there were four.
(bend down one finger)
Four little seashells cozy as could be;
(keep four fingers up)
Swish! went the waves, and then there were three.
(bend down another finger)
Three little seashells all pearly new,
(keep three fingers up)
Swish! went the waves, and then there were two.
(bend down another finger)
Two little seashells sleeping in the sun,
(keep two fingers up)
Swish! went with waves, and then there was one.
(bend down another finger)
One little seashell left all alone,
(keep one finger up)
Whispered "Shhhh" as I took it home.
(bend down last finger)

SEE THE FISHES

See the fishes swimming in the water, swimming in the water,
Swimming in the water. See the fishes swimming in the water,
fal-di-fal-di-ral-di-day. (Have children move their hands to
imitate fish swimming).

The bridge is broken, however shall we mend it? However shall we
mend it, however shall we mend it, fal-di-fal-di-ral-di-day.
(Have the children interlace their fingers to represent a
bridge, and slowly move their hands apart to simulate a bridge
breaking up).

In my boat, I'll quickly row you over, quickly row you over,
quickly row you over. In my boat, I'll quickly row you over,
fal-di-fal-di-ral-di-day. (Have the children imitate rowing
a boat). NOTE: This can also be sung as a song.

MR. TURTLE

As mister turtle walks along, he gives his house a ride,
And when he wants to take a rest, he shuts himself inside.

THE SEALS

The seals all flap their shining flippers and bounce balls on
their nosey tips,
And beat a drum, and catch a bar, and wriggle with how pleased
they are. NOTE: Have children imitate the seals' activities
in this song.

TEN LITTLE FROGS

Ten little speckled frogs sat on a speckled log, catching some
most delicious bugs, yum, yum. One jumped into the pool, where it
was nice and cool, then there were nine little speckled frogs.

Nine little speckled frogs sat on a speckled log, catching some
most delicious bugs, yum, yum. One jumped into the pool, where it
was nice and cool, then there were eight little speckled frogs.

Eight little speckled frogs sat on a speckled log, catching some
most delicious bugs, yum, yum. One jumped into the pool, where it
was nice and cool, then there were seven little speckled frogs.

Seven little speckled frogs sat on a speckled log, catching some
most delicious bugs, yum, yum. One jumped into the pool, where it
was nice and cool, then there were six little speckled frogs.

Six little speckled frogs sat on a speckled log, catching some most delicious bugs, yum, yum. One jumped into the pool, where it was nice and cool, then there were five little speckled frogs.

NOTE: Continue singing this song the same way until you get to one little speckled frog, then sing it as follows:

One little speckled frog sat on a speckled log, catching some most delicious bugs, yum, yum. He jumped into the pool, where it was nice and cool, then there were no little speckled frogs.

Post Test:

1. Which of the following does not live in the sea?
    a. Seaweed
    b. Jellyfish
    c. a horse
    d. a lobster
2. People get some of their food from the sea? True or False.
3. Name two items you need when you go fishing?
4. All fish live in salt water? True or False.
5. Demonstrate how to walk like a crab and how to swim like a fish.
6. Show how a fish catches his food.

RESOURCES

Elementary Teachers Art Ideas Desk Book. By Gretchen S. Sanderson, Parker Publishing Co., Inc. West Nyack, New York.

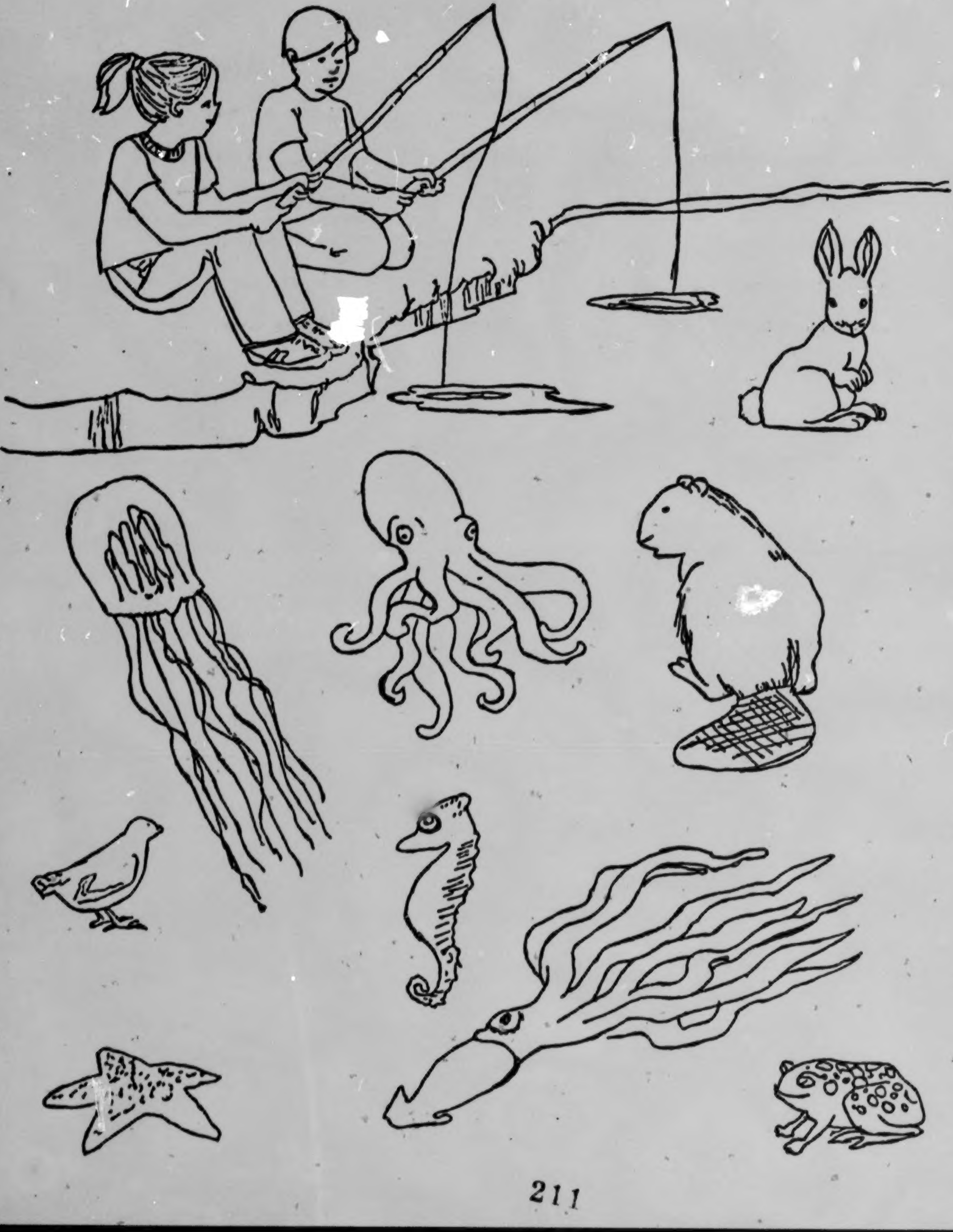
Let's Imagine Thinking Up Things. By Janet Wolff, E. P. Dutton and Co., Inc. 1961. New York.

150 Plus Games! For Early Childhood. By Zane A. Sinclair.

Dance-a-Folk Song. By Anne & Paul Barlin. Bomar Publishing Co., Anderson, Ritchie, & Simon, Los Angeles, California.

Square As a House. By Kuskin. Harper & Row, 1960. Shopes, New York, Schlein, Miiam, William R. Scott Inc., 1952.

Rhymes For Fingers and Flannelboards. Louise Binder Scott & J.J. Thompson, Webster Publishing Co., St. Louis-Atlanta-Dallas-Pasadena.



Children's Books

Title	Author	Publisher
Water Life	Andrews	Platt & Munk
Life Along the Seashore	Solem	Encyc. Brittanica Pr.
A Child's Book of Fishes	Kay	Maxton
When Water Animals Are Babies	Schwartz	Holiday House
A Child's Book of Sea Shells	Hutchinson	Maxton
Watch the Tides	Greenhood	Holiday House

SEA LIFE

Arturito el Astuto. Grosset and Dunlap, Inc., 1971, 51 Madison Avenue, New York, NY 10010 (212) 689-9200.

Preschool. Spanish. One Book, Hardbound.

This storybook relates the tale of Arturito, a small astute fish.

La Costa. Peter Usborne, Su Swallow and Jennifer Vaughn. Editorial Molino, Barcelona: 1977. Vendor: The Bilingual Publications Company, 1966 Broadway, New York, NY 10023 (212) 873-2067.

Preschool. Spanish. One Book, Hardbound (Series).

As part of a set of encyclopedias for the very young child.

A Fish Out of Water - Un Pez Fuera del Agua. Helen Palmer. Beginner Books, New York: 1967. Vendor: The Children's Book and Music Center, 5373 West Pico Blvd., Los Angeles, CA 90019 (213) 937-1825.

Preschool. Spanish/English. One Book, Hardbound.

The storyline tells about a little boy who went into a pet store and bought a little fish.

Herman the Helper. Robert Kraus. Windmill Books, New York: 1974. Vendor: The Children's Book and Music Center, 5373 West Pico Blvd., Los Angeles, CA 90019 (213) 937-1825.

Preschool. English. One Book, Hardbound (Parallel Volume).

The story is about a little octopus named Herman (or Jose) who likes to help people.

El Mar. Peter Usborne, Su Swallow and Jennifer Vaughn. Editorial Molino, Barcelona: 1975. Vendor: The Bilingual Publications Company, 1966 Broadway, New York, NY 10023 (212) 873-2067.

Preschool. Spanish. One Book, Hardbound (Series).

Part of a set of encyclopedias for very young children. This book explores the concept of the sea.

El Patito Feo. Walt Disney. S.1: Bert-Co Enterprises, 1972. Vendor: Pan American Book Company, 4362 Melrose Avenue, Los Angeles, CA 90029 (213) 665-8000.

Preschool. Spanish. Listening Center (Six Booklets, One Record-33 1/3 RPM).

This is the story of the Ugly Duckling narrated in Spanish. The kit is designed for use in learning centers.

Peces. Peter Usborne, Su Swallow and Jennifer Vaughn. Editorial Molino, Barcelona: 1977. Vendor: The Bilingual Publications Company, 1966 Broadway, New York, NY 10023 (212) 873-2067.

Preschool. Spanish. One Book, Hardbound (Series).

Part of a set of encyclopedias for the very young child. This book explores the concept of fish.

Ríos. Peter Usborne, Su Swallow and Jennifer Vaughn. Editorial Molino, Barcelona: 1977. Vendor: The Bilingual Publications Company, 1966 Broadway, New York, NY 10023 (212) 873-2067.

Preschool. Spanish. One Book, Hardbound (Series).

As part of a set of forty (40) preschool encyclopedias on specific subjects familiar to young children, this book explores the concept of rivers.

FALL

Preassessment:

Discussion of:

1. When you look outside what are the signs that tell you it is fall?
2. Do you wear the same clothes in the fall that you did in the summer?
3. How do animals get ready for fall?
4. What things are different in the fall than they were in the summer time?

General Unit Objectives:

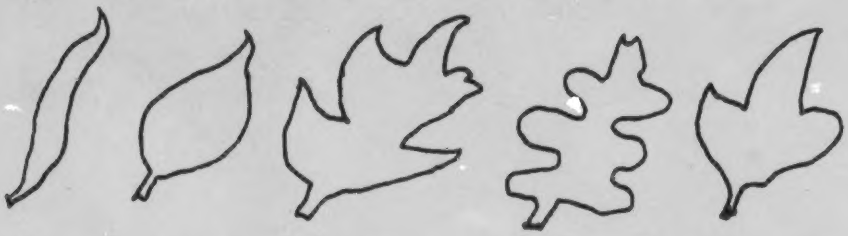
1. The children will recognize signs of the fall environment.
2. The children will be able to learn the contrast between fall and summer.
3. They will be able to tell about the changes in animals in the fall.
4. They will recognize the need for seasonal clothing.

Activities:

1. Discuss with the children the typical signs of fall such as the leaves changing color, plants beginning to wither and die, school begins again and animals prepare for winter. Tell them to notice the pretty red, yellow, orange and brown colors the leaves turn.
2. Take a nature walk and collect items such as leaves, rocks, twigs, etc. When they return to classroom, have children sort items according to size, shape or color.
3. Use leaves found on nature walk to make a fall leaf design. Have all children take a piece of waxed paper and fold it in half. Open it and put three leaves on one half of the paper. Sprinkle pieces of shaved crayon over the leaves and fold the waxed paper over the leaves. Place a sheet of newspaper under the waxed paper and over it and gently iron over it several times. Tape your picture on a piece of construction paper.
4. Again using leaves found on the nature walk, make a spatter painting. Put leaves on paper spread around. Hold a piece of screen over the leaves on paper and dip a toothbrush into some tempera paint. Spatter the paint by brushing over the screen. Lift leaves from paper and discard leaves. Put paper on the table to dry.
5. Make fall fingerpaint leaves. Have the children fingerpaint pictures in various fall colors and allow the pictures to dry completely. Cut out cardboard patterns for the different leaves, keeping them fairly simple. Show the children the different sizes and shapes of your patterns so they may compare them.

Tell the children to use the patterns you have made and draw a pattern of a leaf. Tell them to try and draw the leaves where the colors are brightest. Have the trunk and limbs of a tree cut out and displayed on the bulletin board. Let the children cut out their leaves and you designate a place for them to put their leaves as they finish cutting.

6. Play a matching leaves game. Prepare two matching sets of four-inch long paper leaves similar to the ones shown:



Divide the table top in half by placing strips of masking tape down the middle. Sort the leaves into two sets with each set containing one of each kind of leaf. Mix up the order of each set of leaves. Place one set on the right side of the table and the other set on the left side, so that pupils may see all the leaves. Say "Sammy, pick up a leaf from this side of the tape. Look at it. Now look on the other side of the tape and try to find a leaf that looks like the one in your hand. Pick up the other leaf and show the two leaves to us." Continue this procedure until all leaves are matched. Use this with three or four children, then change and use other children.

7. For snack prepare candied sweet potatoes. Each pupil will need a paper plate and plastic fork.

Materials:

a. can opener
b. hot plate
c. medium sized skillet
d. spoon
e. dull knife
f. measuring cups and spoons
g. 1 can sweet potatoes
h. ¼ cup brown sugar (packed)
i. 1½ teas. butter or margarine
j. 1½ teas. light cream or milk
k. ¼ teas. salt

Cut the sweet potatoes into strips. Mix together the brown sugar, butter, cream, and salt in skillet. Cook over medium heat until the mixture is smooth and bubbly. Add the potatoes and heat thoroughly. Have a fresh sweet potato to compare with the canned ones.

8. Discuss how many fruits mature in the fall, including apples, cherries, peaches, plums. Make applesauce. Wash, pare, cut and core six sour apples. Put the apples, 2/3 cup sugar, 1 T. cinnamon and 1 cup water in a saucepan and cover. Cook apples until tender. (about ½ hour). Blend the cooked apples in the blender or press through a colander.

9. For another snack, prepare cinnamon apples. Tell the pupils they are going to make cinnamon apples and stress the importance of measuring accurately when cooking. Take 12 apples, washed, peeled and cored, 1 cup cinnamon candies, 4-6 cups water, 2 cups sugar and lettuce leaves. Add the sugar and candies to the water and boil. Add apples and gently boil uncovered until tender. Remove the apples and let them cool. Place apples on lettuce leaves.
10. Make hand printed trees. This will help the children develop the ability to manipulate art materials. Begin by discussing with the children the signs of fall, like the leaves changing colors. Attach a large sheet of paper to the wall and draw an outline of a tree with many branches. Have the pupils take their hands and press them into a shallow tray, such as a meat tray, with tempera paint in it. Then press their hands on the paper to form the leaves of the tree. Encourage them to make falling leaves.
11. Discuss with the children the fact that the wind blows in the fall. Make parachutes using a colored paper napkin, small cork, string, paint and brush and rubber band. Paint the cork and let it dry. Tie one piece of string to each corner of the napkin. Put a rubber band around the cork and slip the napkin's strings under the rubber band. Toss the parachute in the air, and hopefully it will float to the ground.
12. Make wind chimes.
    Material:
    a. string
    b. four colors of paint
    c. wire coat hanger
    d. four small thin seashells with small holes drilled through them.

    Explain the dynamics of wind chimes to the children and describe the sounds of their music. Give each pupil four seashells, four pieces of string of varying lengths and a hanger. Have the pupil paint the shells different colors and leave them to dry. Instruct the pupils to attach the shells to the coat hangers by inserting the strings through the holes in the shells and tying them to the hangers. Help the children hang their chimes in an open doorway and tell them to listen to their sounds. If bamboo shoots are available, you may want to substitute them for the seashells because of the fascinating sounds they make when used in wind chimes.
13. Discuss the contrast between summer weather and fall weather. For example, talk about how everything is green and living in the summer. However, in the fall, the colors are brilliant orange, yellow, and brown, and plants are beginning to wither and die. The squirrel prepares for winter by hoarding food and bears and woodchucks prepare to hibernate. Fish and birds begin to migrate. Animals that do not hibernate or migrate must search harder for food because plants and seeds might be soon covered with snow. Read Fall for All from Crossties - Little Trolley Books.
14. Have children draw a fall picture. Then write down what they like to do in the fall and attach this to their picture.

FINGERPLAYS

LITTLE LEAVES

Little leaves fall gently down,
Red and Yellow, Orange and Brown;
  (flutter fingers)
Whirling, whirling round and round,
  (shake hands)
Quietly without a sound;
Falling softly to the ground
  (lower bodies gradually to floor)
Down and down and down and down.

THREE LITTLE OAK LEAVES

Three little oak leaves, red, brown, and gold,
Were happy when the wind turned cold.
  (hold up three fingers)
The first one said, "I'll be a coat for an elf;
He'll be able to warm himself."
  (point to first finger)
The second one said, "I'll be a home for a bug,
So he will be cozy and snug."
  (point to second finger)
The third one said, "I'll be a coat to a tiny seed
To keep it warm until spring."
  (point to third finger)
Three little oak leaves, red, brown, and gold,
Were happy when the wind turned cold.
  (make motions for falling leaves)

THE APPLE TREE

Away up high in the apple tree,
  (point up)
Two red apples smiled at me.
  (form circles with fingers)
I shook that tree as hard as I could;
  (pretend to shake tree)
Down came those apples, and mmmmmmm were they good.
  (rub tummy)

RESOURCES

Rhymes for Fingers and Flannelboards

Crossties Little Trolley Books and Discovery Cards.

Rhymes for Fingers and Flannelboards by Louise Binder Scott & J.J. Thompson.

WINTER

Preassessment:

1. How do you know that winter is approaching?
2. What are some of the things we do to get ready for winter?
3. What steps do we take to keep from having accidents in bad weather?
4. How can we tell how cold it is in the winter time?

General Unit Objectives:

1. The children will become aware of winter hazards.
2. They will learn safety rules for safe living in winter weather.
3. The children will learn about shadows and what causes them. Also by producing shadows and observing them will help each child to develop his self awareness.
4. The children will recognize different types of clothing and become aware that winter is different in other parts of the country.
5. They will develop an awareness of the environment in wintertime.
6. Children will learn about temperatures on a thermometer.

Activities:

1. Introduce what a thermometer is to the children by reading the story True Book Weather Experience by Illa Podendorf, illustrated by Children's Press.
2. Bulletin board suggestion - Place three large model thermometers on a bulletin board. Adjust temperature to show 30°, 70°, and 90°F. or the corresponding temperature in celsius reading. Show pictures of three children, one in a heavy coat, one in a light sweater, and one in a sunsuit. Have the children decide which picture best represents the temperature shown on each thermometer. Other similar pictures may be used.
3. Experiment - Place a thermometer outside where the sun will not shine on the bulb. Help the pupils chart the reading at different intervals throughout the day for several days and then discuss the results.
4. Have the children begin a book on winter pictures. Have the children select wintery scenery, clothes to be worn during winter, or sports equipment that would be used during these months. Let them paste all the pictures in the book and let them make a story of all the contents.
5. Discuss the safety of winter. Teach the song: "Winter Safety."

WINTER SAFETY
(To the tune of Jingle Bells)

Dashing through the snow
On our way to school,
We will get their safely
If we follow simple rules.

Chorus:

Safety rules
For our schools
In the snow and ice
At the street
Make your feet
Wait while you look twice.

Repeat verse:

Safety rules
For our schools
In the ice and snow
Cars slide quick,
Streets are slick,
Look twice before you go.

Crossties - Melody Davis

6. Show the children a film, such as one on Ice Safety, Safety after School; by Sterling Ed. Films (12 minutes).
7. Do the children know about shadows and why. Read and discuss Ground Hog and His Shadow by Kent Wise, also Shadow Book by Beatrice S. De Regriers and Isbell Gordon.
8. You may want to show some films dealing with shadows.
9. Read and have the children learn the following poem:

ONE DAY WHEN IT WAS SUNNY

I saw my picture on the road,
    one day when it was sunny.
It stretched along in front of me,
    big and black and funny,
    and it was taller than I'm tall
    and ran when I was runny,
    and when I held my hands for ears
    it turned into . . . . a BUNNY.

Crossties poem by Aileen Fisher

10. Experiment in making shadows. Tape a sheet of large light colored paper on the wall about the height of the pupils' heads. Have one pupil stand between you and the paper, darken the room, and shine a flashlight or projector light on the pupil's head and shoulders. Trace the silhouette of the pupil on the paper, then glue it to a larger dark colored sheet of paper.
11. Have an open discussion with the children about the following questions:

  - a. Do all birds fly to warmer climates in the winter months?
  - b. What do the birds eat that do not fly south for the winter? (Insects and seeds)
  - c. How can you help the birds in the winter time? (Make bird feeders, water, and food)
  - d. What do some other types of animals do in the winter? For example, the bear hibernates.

12. What are some art activities you can make to help teach the children more about what you have discussed with them in activity #11?
    - a. Cut and paste pictures of some birds who don't fly south for the winter.
    - b. Make a mobile of the different birds that do fly south for these months.
    - c. Make bird feeders. Example: Make out of milk cartons, wood, or glass, etc.
13. Teach the children some words in Spanish and English for a bilingual activity. Some words would be snow, winter, cold.
14. Talk about some winter sports that are played, such as; sledding, angels in the snow, making snowmen, watching snowflakes and their shapes, make tracks in the snow, box sliding, ice skating, skiing and hockey.
15. Teach the children poems of snow and winter.

SNOW

The snow fell softly all the night
It made a blanket soft and white.
It covered houses, flowers, and ground,
But did not make a single sound.

16. Have the children do role playing. Let them pretend to be snowflakes to some type of music.
17. Here is a list of winter snacks: hot chocolate, hot apple cider, ice cream made out of snow, rice crispy snowmen, gingerbread men or maple snow ices.
18. You can also make stain glass hanging hard candy. (Feed Me I'm Yours; by Vicky Fandsky)

ICE CREAM SNOW

1 cup milk
1 egg, beaten
½ cup sugar
dash of salt
1 tsp. vanilla

Blend the above well and add clean, fresh snow till absorbed. (May not be advisable in poor-air-quality areas).

MAPLE SNOW ICES: Pour maple syrup over a cup full of snow.

STAINED GLASS HANGING HARD CANDY

- 2 cups sugar
- 1/3 cup light corn syrup
- 1/3 cup water
- 2 tsp. vinegar
- 1 tsp. flavoring (peppermint, raspberry, etc.)
- Food coloring

Combine and cook to hard crack stage (300°) or until a few drops of syrup dropped into cold water separate into threads that are hard but not brittle. Stir in flavoring and possible food coloring at this point.

Now you will have to work quickly, so it is best if you have a plan in mind as to what you want to create.

On a greased baking sheet, pour large spoonfuls of the candy so as to form circles or free forms or designs. Molds can also be made before hand from aluminum foil and greased. If you have not added food coloring previously, a drop or two can be wirled into the candy with a toothpick on the cookie sheet. Also small pieces of hard candies can be added before the candy hardens. While the candy is soft, place one end of a string into the top of the candy for hanging purposes. Make sure you've cut your lengths of string ahead of time. (Of course, these could also be made into lollypops by using a stick instead of a string).

When the candy has cooled completely and is firm, slide off cookie sheets. Small ones can hang from the tree. Large ones make lovely window hanging decorations. They also look well attached to hanging light fixtures. And, of course, they're edible.

POEM FOR WINTER

Oh, did you see the snow come?
So softly floating down.
Snow in the air, snow on the trees
And snow all over the ground.

FIVE LITTLE SNOWMEN
(fingerplay)

Five little snowmen, happy and gay,
The first one said, "What a beautiful day!"
The second one said, "We'll stay here for years."
The third one said, "We'll never have tears."
The fourth one said, "But what will happen in May?"
The fifth one said, "Look we're melting away."

Reference: Kindergarten Experience Unit, Bremerton, Washington

I AM A SNOWMAN
(fingerplay)

I am a snowman, cold and white;
I stand so still through all the night;
(stand up tall)
With a carrot nose,
(point to your nose)
And head held high,
And a lump of coal to make each eye.
(point to eyes)
I have a muffler made of red,
And a stovepipe hat upon my head.
(place hands on head)
The sun is coming out! Oh, my!
(make circle for sun)
I think that I am going to cry;
(start sinking to the ground)
Yesterday I was so plump and round;
Now I'm just a river on the ground.
(sink to floor)

Reference: Rhymes for Finger and Flannelboards. Louise Binder Scott.

TEN LITTLE SNOWMEN

One little, two little, three little snowmen,
(extend three fingers, one at a time)
Four little, five little, six little snowmen,
(extend three more fingers one at a time)
Seven little, eight little, nine little snowmen,
(extend three more finger, one at a time)
Ten little snowmen bright.
(extend tenth finger)

Ten little, nine little, eight little snowmen,
(bend down three fingers, one at a time)
Seven little, six little, five little snowmen,
(bend down three fingers, one at a time)
Four little, three little, two little snowmen,
(bend down three fingers, one at a time)
One little snowman bright.
(bend down last finger)

Reference: Rhymes for Fingers and Flannelboard, Louise Binder Scott.

SNOWFLAKES

Merry little snowflakes falling through the air.
(fingers raised high and moving rapidly)
Resting on the steeple and the tall trees everywhere;
(make a steeple with two pointer fingers and then
raise arms for branches)

Covering roofs and fences, capping every post;
(two hands forming roof, then hands clasped)
Covering the hillside where we like to coast.
(make scooping motion of coasting)
Merry little snowflakes do their very best.
(fingers raised high and moving rapidly)
To make a soft, white blanket so buds and flowers may rest.
(palms together at side of face)
But when the bright spring sunshine says it's come to stay,
(make circle of arms for sun)
Then those little snowflakes quickly run away!
(hide hands behind back)

Reference : Rhymes for Finger and Flannelboards.

DRY AND WET SNOW

It's fun to have a snowball fight
Or to make snowmen.
But sometimes a snowball crumbles in your hands
When you try to round it out.

Why does some snow pack into snowballs,
While other snow does not?

It is very cold outside, the snow that falls
On the ground stays mostly dry.
And dry snow does not pack.

But if it is not so cold outside, or if the ground
is warm,
The snow that falls on the ground may melt a little,
And then the snow is wet.
And wet snow packs so that you can
Make snowballs and snowmen!

WHAT IS WIND?

Wind can be many things.
It can be
A gentle breeze that
Brushes cheeks,
Rustles leaves,
And drifts smoke.

It can be
A strong breeze that
Stings your face
Sways small trees,
And picks up dust and paper.

It can be
A gale that
Rips your cloths
Breaks tree twigs,
And whistles and bellows.

It can be
A strong gale that
Pulls trees up by their roots,
Blows roofs off houses,
And breaks windows.

ICY DAGGERS

When I look out my window
On a cold and blustery day,
I sometimes see icy daggers
hanging in front of me.

They are the icicles made
When snow melts into water
On the warm roof.
The water starts to trickle
Off the edge of the roof.
If the air is cold enough,
The water freezes
As it trickles
It freezes into an icicle.

Icicles can be
short and skinny,
Or long and fat,
Depending upon how much
And how fast the water drips.
They can hang down a little way
Or hang all the way down to the ground.

THE SHAPES THAT FALL FROM THE SKY

All raindrops are round
Until they hit the ground.
Then they can splatter
Into special shapes
Like umbrellas,
Or kings' crowns.

All snowflakes have six points
When you look at them under a magnifying glass.
But no one has ever found
Two snowflakes
That look the same.

Snow pellets have many different shapes
Some are small and round
And some are small and bumpy.

Bits of ice that glitter like diamonds are called ice prisms.
Some are shaped like needles.
And some are shaped like bullets.

The sleet that rat-a-tat-tats on your rooftop
is made of ice pellets.
The pellets are shaped like round beads
and bounce like little marbles on anything they hit.

Hailstones are round
and sometimes lopsided.
They are bumpy stones
that can be as big as baseballs.

THE SHAPE OF MY SHADOW

What is long and skinny in the morning?
short and squat at noon,
And long and skinny again in the afternoon?
MY SHADOW!
As long as the sun is shining,
Wherever I go
My shadow goes with me.

As I move,
my shadow moves, too.
Sometimes it is at my side,
And sometimes it is in front of me,
And sometimes it is behind me.

No matter how hard I try,
I cannot run away from my shadow
Or catch my shadow
Until the sun stops shining.
Then I have no shadow at all.

Reference: POEMS AND RHYMES - Childcraft Book #1

IN WINTER

When I have drunk my orange juice
And cocoa in a cup,
I put my woolly snowsuit on
And get it fastened up.

I go to school and take it off
And hang it on a rack.
And then when recess comes around
I have to hurry back.

And put it on to go and play,
And then when play is through
I take my snowsuit off again -
No easy thing to do.

And when it's time to leave for home
I heave a sigh, and then
I take that woolly suit of mine
And put it on again.

THE MITTEN SONG
(To be chanted)

"Thumbs in the thumb-place,
Fingers all together!"
This is the song
We sing in mitten-weather.
When it is cold,
It doesn't matter whether
Mittens are wool,
Or made of finest leather.
This is the song
We sing in mitten-weather:
"Thumbs in the thumb-place,
Fingers all together!"

THE SNOWBIRD

When all the ground with snow is white,
   The merry snowbird comes,
And hops about with great delight
   To find the scattered crumbs.

How glad he seems to get to eat
   A piece of cake or bread!
He wears no shoes upon his feet,
   Nor hat upon his head.

But happiest is he, I know,
   Because no cage with bars
Keeps him from walking on the snow
   And printing it with stars.

ICE

When it is the winter time
I run up the street
And I make the ice laugh
With my little feet.
"Crickle, crackle, crickle
Crreet, crrreet, crrreet."

SOMETHING TOLD THE WILD GEESE

Something told the wild geese
It was time to go.
Though the fields lay golden
Something whispered, "snow"
Leaves were green and stirring,
Berries, luster-glossed,
But beneath warm feathers,
Something whispered, "Frost."
All the sagging orchards,
Steamed with amber spice,
But each wild breast stiffened
At remembered ice.
Something told the wild geese
It was time to fly -
Summer sun was on their wings,
Winter in their cry.

LOOK AT THE SNOW

Look at the snow!
Look at the snow!
Let's all take our sled,
And go!
Up the hill we walk slow, slow.
And drag our red sleds in the snow;
But once at the top of the hill, we know
That like the wind they'll go, go, go,
Whizzing down to the flat, below.
Oh, the fun as we swiftly fly
Over the snow like a bird on high!
It takes our breath as our sleds speed by;
No one's as happy as you and I!
Summers may come, and summers may go,
But we like the snow, the snow, the snow!

Reference: POEMS AND RHYMES - Childcraft Book #1

SPRING

Preassessment:

Discussion of:

1. What are some of the signs that tell us spring is coming?
2. What do plants do during the winter?
3. Which animals have their babies in the spring?
4. Are there some things about spring that make you feel good?

General Unit Objectives:

1. The children will demonstrate an awareness of the changes that spring weather brings.
2. The children will be aware that plants begin to grow in the spring.
3. The children will be aware that animals reproduce in the spring time.
4. Children will see the beauty of spring relating to blossoms and flowers.
5. Children will be aware of seasonal changes.

Activities:

1. This activity will help children understand that plants need air, light, water and soil to grow. Decorate juice cans and fill the bottom with gravel. Fill the can with soil almost to the top and have children put seeds in their own cans. Cover the seeds and let the children care for the plants by watering and putting them in the sunlight. When plants come up let the children take them home.
2. Soak lima beans overnight in water and open them up the next morning. Have the children notice the plant inside and food for it to grow on.
3. To see the root system develop, obtain a clear cup and line the inside with a blotter that is moist. Every day put a bean between the glass and blotter so the child can observe the growth of the plant.
4. Bring into class some bedding plants so the children can see the blossom of the plants.
5. Make a bird nest in the classroom by providing each child with strings, small twigs, cloth and grasses and let the children see if they can master the art of constructing a nest.
6. Children take a loosely woven sack and fill it with soft material such as yarn. Hang it in a nearby tree. Watch for fresh nests being built and see if the birds are using any of the children's materials.

7. Making kites.
   Material:
   a. construction paper
   b. scissors
   c. string
   d. staples
   e. glue
   f. crepe paper
   g. dowels

   Children can make kites in the classroom by using above materials. An alternate method would be to make kites out of materials according to a purchased pattern.
8. Do the fingerplay on "Making Kites." (See attached resource)
9. Make a butterfly garden ordered from the catalog - see resource.
10. Make a bird feeder -- Directions are on Crossties Pupil Discovery Card 37; provide pine cones for each child with an eye hook in the top to tie on the tree. Tie the string to the eye hook. Mix ½ cup peanut butter, ½ cup oatmeal and cover the pine cone with the mixture. Hang the bird feeder outside in a nearby tree so the children will see the birds feeding.
11. Bring in a branch for the children to observe so they may see the buds.
12. For an art activity, have children draw brown branches and small brown buds to represent apricots. Then glue popcorn to the buds to represent popcorn popping on the apricot tree. Popcorn may be used for snacks this particular day.
13. Cover a plant with construction paper and place sheets together, holding with paperclips. Keep this for about three days and let children see that plants need sunlight to survive.
14. To help the children understand that plants need water, bring in a thirsty flower and cut of the flower's stem. Put drops of food coloring into a glass of water until it is very dark. Stand the flower in the water and let the children see how the red will travel through the flowers petals by way of the stem and the flower will turn red.
15. In the area of baby animals, discuss with the children some animals that are hatched from eggs. Ask them to name some. Some animals have egg cells in their bodies that grow into babies. When they grow big enough they are born. Name some animals that are born this way. Animals born from their mother's body drink milk the first part of their lives. Their mother's bodies make milk from the food they eat, and is stored in the milk glands. Tell the children that some babies such as alligators, turtles, frogs, fish and insects take care of themselves from the time they are born.
16. The children may enjoy making scrapbooks or posters of mammals. Encourage conversation about the different baby animals, what kind of sounds they make and what they eat.
17. Children can learn the names of these baby animals in Spanish.
18. If possible, take a field trip to a corral or farm to see the actual birth of an animal or merely let the children see and pet the baby animals.
19. Take a nature walk and look for signs of spring, including grass turning green, ants, flowers, etc.

20. At the end of this unit are included fingerplays which may also be taught in another language.

THE STORM

From my bed so safe and warm
I like to listen to a storm.

Thunder rumbling grand and proud
Is louder than the rain is loud.

Bang it goes (like little boys)
But lightning doesn't make a noise.

Bright and quick and sudden though
It can cut the dark in two-

For just a second in its light
My chair is red, my curtains white.
-Dorothy Aldis-

QUIET PUSSIES

Some little pussies bite and scratch,
    Some pussies climb a tree,
But there are pussies in the garden patch,
    As gentle as can be.
They're growing as all pussies do,
    But in a different way.
They hang on tight as though by glue,
    They never run away.

THE SEED STORY

A tiny seed lay sleeping in his bed so cozy and warm,
"Neath the soft black earth it lay there, far from any harm,
Suddenly awaking, it didn't know what to think,
For the rain was falling softly and soon it had a drink.
"Time to stretch and rise up tall," the raindrops seemed to say.
"I'll do just that," said the little seed, and pushed the soil away.
To his surprise he rose so tall the warm sun said, "Hello,
I came along just after the rain to help you now to grow."
This plant stands tall and proud today above every mischievious weed,
It's hard to believe that not long ago it was just a tiny seed.

MY GARDEN

This is my garden;
(Extend one hand forward, palm up)
I'll rake it with care,
(Make raking motion on palm with
three fingers of other hand)
And then some flower seeds,
(Make "planting" motion with thumb
and index finger of same hand)
I'll plant in there.
The sun will shine
(Make circle above head with hands)
And the rain will fall,
(Let fingers flutter down to lap)
And my garden will blossom,
(Cup hands together; extend upward
slowly)
And grow straight and tall.

PITTER-PAT

Pitter-pat, pitter-pat, oh so many hours
(Let fingers patter on floor, table, hand, etc.)
Although it keeps me in the house,
It's very good for flowers.
(Cup hands and extend slowly upward)

RAINDROPS

Rain is falling down, rain is falling down.
(raise arms, flutter fingers to ground
tapping floor, or tap palm of hand)
Pitter-patter, pitter, patter
Rain is falling down.

FIVE LITTLE BUSY BEES

Five little busy bees on a day so sunny;
(Hold up one hand, fingers extended)
Number one said, "I'd like to make some honey."
(Bend down first finger)
Number two said, "Tell me, where shall it be?"
(Bend down second finger)
Number three said, "In the old honey-tree."
(Bend down third finger)
Number four said, "Let's gather pollen sweet."
(Bend down fourth finger)
Number five said, "Let's take it on our feet."
(Bend down thumb)

So the five little bees went buzzing along,
Humming their busy little honey-bee song.
ZZZZZZZZZZZZZZZZZZZZZZZZZZZZZ!

MAKING KITES

The winds of March begin to blow,
And it is time for kites, you know.

Here's the way I make my kite;
Watch and help me do it right.

I cross two sticks, so thin and long,
  (Cross pointer fingers)
Tied together good and strong;
  (Motion of tying)

A string I fasten to each end,
  (Pretend to hold each side of kite)
And across the middle to make it bend;

A ball of string to hold my kite,
  (For circle with fingers)
When it sails almost out of sight;

And here's my kite all ready to go!
  (Hands outstretched)
Please, March wind, begin to blow!

RESOURCES

1. Kindergarten Keys Teacher's Guidebook, The Economy Co., Oklahoma City and Indianapolis, pp. 719-722.

2. Crossties -- A basic discovery program in early childhood education, Little Trolley Books.

   "The Showery Flowery Spring Book"
   "A Tree for Rita"
   "Growing Always Seems to Be Up"

3. Nasco Learning Fun, 1524 Princeton Ave., Modesto, CA 95352.

4. Learning Through the Year cards by Doris Edmund, Creative Teaching Press Inc., Monterey Park, CA 91754. Copyright, 1977.

5. Crossties Discovery Cards numbers 37, 98, 65.

6. "Let's Do Fingerplays" by Marion Grayson; Robert B. Luce, Inc., Washington.

Children's Books

Title	Author	Publisher
The Snowy Day	Keats	Viking
Spring Is A New Beginning	Anglund	Harcourt Brace
Down Comes the Leaves	Bancroft	Crowell
Days I Like	Hawkinson	Whitman
Summer	Low	Beginner Books
Come Summer-Come Winter	Shannon	Whitman
What Happens in the Spring	Beer	Nat'l. Geog. Society
All Year Long	Scarry	Golden

SUMMER

Preassessment:

1. What are some of the things you do in the summer you cannot do other times of the year?
2. Have you ever gone on a trip in the summer?
3. What are some of the things we have to remember when we go on picnics in the summer?
4. Do you know of any holidays that come in the summer?

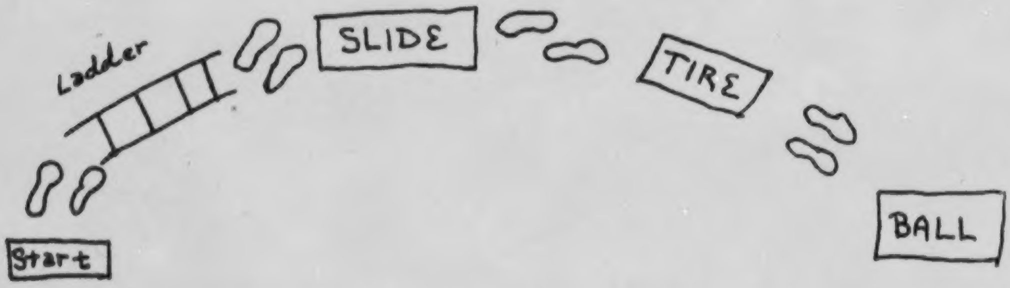
General Unit Objectives:

1. Children will learn the concept of the summer season and its activities.
2. Children will learn about the climate and changes in climate during the summer season.
3. Each child will be aware of summer travel activities.
4. Children will become aware of environmental conservation.
5. Children will learn history and tradition of Independence Day (4th of July).

Activities:

1. Show children how the sun shines on the earth by using a globe and flashlight.
2. Discuss the coolest and warmest clothes to wear in the summer.
3. Have a science experiment: Wrap white paper around a can and black paper around another. Put a thermometer in each can. Set them in the sun for half an hour. Which one registers the highest heat? The sun's heat went through the dark paper faster, therefore see if the children can deduct which clothes to wear in the summer.
4. Make simple paper fans.
5. Make pinwheels and attach them to straws. Go outside and see if the wind makes them turn.
6. Discuss foods and drinks for summer. Bring out the idea that we need more liquids in heat. NOTE: See recipes attached, Resource-Feed Me I'm Yours, by Vicky Lansky.
7. Play the game "Take a Trip." Resource: Learning Through the Year, Early Childhood Educ.
   Procedure:
   Have the children sit in a circle. One child begins by answering the first question: Where shall we go? Continue around the circle with the following questions. How far will you travel? Who will go with you? What clothes will you pack? Where will you sleep at night? Where will you eat? Each child may want to plan an entire trip of his own.
8. Make paper plate collages. Plan a trip to the park and gather nature objects such as wood, shells, pebbles, twigs, bark, and so on. Glue objects to the paper plate. Punch two holes at the top of the plate and string a ribbon through holes. Collage is ready to hang.

9. Discuss safety in the forest. Also talk about fire safety, swimming safety, and individual safety.
10. Read "How do I go?" Hoberman, Maryanne and Norma. Resource: Crossties.
11. Make a map showing the way to the park. After arriving have children follow colored ribbons tied to trees and bushes ending up at a treasure.
12. Talk about train trips, boat trips, bicycle trips, hiking, airplane trips, etc. Have children relate their experiences.
13. Visit a farm or discuss using Crossties Summer Unit.
14. Discuss fire safety and have a forest ranger come and speak to the class.
15. Have the children learn about Smokey Bear and Woody Owl. Have a picnic and practice environmental safety; for example, put trash containers around for trash, practice fire safety (don't play with matches, don't play close to the fire, keep forest clean by picking up litter). NOTE: Call Lascoe bottling company concerning film about fire and litter. Resource - Crossties Summer Unit.
16. Show films and filmstrips:
    Film - Summer Comes To The Country. C 37 P.
    Film - Calendar, Our Record of Time. C 46 P.
    Filmstrip - How Earth Movements Affects Us. FS 127 PI.
    Filmstrip - Safety in the Summer. FS H9 IJ.
17. Discuss concept of pollution. Read story Pollution Solution. Discuss how pollution destroys things. Resource: Crossties Trolley Book.
18. Discuss Water Conservation; for example, turn faucets off, turn hoses off, don't pollute rivers and lakes. Resource: Crossties Summer Unit.
19. Have children practice blowing bubbles.
20. Set up an obstacle course - Draw right and left feet on cardboard squares to be used for directions between the parts of the obstacle course. Collect items such as a jump rope, a ball, a ladder, and tires. Use playground equipment such as slide, balance beam, a tire, etc. Resource: Parent Professional Kit. Economy Company.



21. Play; I like Summer because: Then list the ideas that the children give you on the board. Have them draw a picture of their favorite activity.
22. Play game "Red Rover."

23. Read the story Sandy. Discuss cloud formations with the children. Talk about how clouds look like different animals. Make cloud pictures using white tempera paint on light blue paper. Dip paint brush in white paint, drop three drops of paint on paper. Next, fold paper in half and press on the paper with your hand. Open the paper and imagine what you think your picture looks like. Write a short experience story at the bottom of the page.
24. Discuss:
Did you know that our country belonged to England at one time? July 4, 1776, marks the day when the Declaration of Independence was signed and our country's government was organized. Today we celebrate the 4th of July with flags, parades, patriotic speeches and picnics. There are public fireworks in many towns after dark.
25. Go to the parade if possible, or discuss parade if children go separately.
26. Make flags and attach to dowel sticks. Make drums out of coffee cans. Have children form a rhythm band.
27. Form a circle and sing songs, carry flags and drums and march.
28. For snacks have cupcakes decorated as drums or firecrackers.
29. Discuss fireworks safety.

FINGERPLAYS

TEN LITTLE SOLDIERS

Ten little soldiers standing in a row.
(hold up ten fingers)
First, they bow to the captain, so.
(bend fingers)
They march to the left.
(move fingers to left)
They march to the right.
(move fingers to the right)
And then they all stand up ready to fight!
(move fingers back to center)
Along came a man with a big, long gun!
(measure length with hands)
Do you think those little soldiers would run?
NO NOT ONE!
(hold up fingers again)
-Maude Burnham

MARCHING SOLDIERS

We are little soldiers,
Standing in a row;
(children stand)
Marching and saluting,
(children mark time in place and salute)
Round and round we go;
(children march in small circles)
We are little soldiers,
Standing very tall;
Turn about together,
Marching one and all!
(children turn in full circle)

MY SOLDIERS

Attention, attention, Company A;
My fingers are playing soldier today;
(hold up ten fingers)
Attention, attention Company B;
All salute, one, two, three;
(hands at forehead in salute)
The trumpet blows, too, too, too!
(hands at mouth)
My fingers march as soldiers do,
(Motion of marching)
In a straight line, don't you see?
Company A and Company B,
Turn around; keep in step;
(move fingers left and right)
Off we go - hep, hep, hep!
(move hands behind back)
My finger soldiers every day
The general's commands obey.

Here are a list of recipes for summer, more often fun than nutritious.

YOGURT POPSICLES

1 carton plain yogurt
1 six oz. concentrated unsweetened fruit juice
Optional: dash of vanilla and/or honey

Mix well and freeze in molds. Three ounce paper cups work well. For handles, insert wooden sticks or spoons when mixture is partially frozen.

FUDGESICLES

1 pkg. regular chocolate pudding mix (or dietetic choc. mix)
3½ cups milk (skim)

Prepare as for pudding. Sweeten to taste. (An egg may be added for additional nutritional value). Freeze in molds or paper cups and insert "handles."

ICE POPS

1 pkg. jello (any flavor)
1 cup (or less) sugar
1 small pkg. Kool Aid (any flavor)
4 cups water

Dissolve first three ingredients in 2 cups hot water. Add 2 cups cold water. Mix well and freeze in molds. Yields 18 popsicles.

QUICKIE POPS

In a mold or paper cup, mix juice (apple, pineapple, orange, grape, etc.) with 1 teaspoon melted vanilla ice cream. Mix well and put in freezer. Add handle when partially frozen. This has the advantage of being able to make just one or two rather than a whole batch.

Variation: Mash pitted watermelon cubes (or blend) and pour into a mold to make a popsicle.

BANANA POPS

Peel bananas, cut in half. Push wooden stick up center of each half and freeze. Serve as such, or you can melt 6 oz. of chocolate chips (or 12 oz. if using six bananas) plus a few tablespoons of water, then dip the frozen banana into the chocolate and coat to cover. Twirl to remove excess. (Optional: Roll in nuts or granola) After the chocolate sets, wrap in foil and store in freezer.

DO-IT-YOURSELF ICE CREAM SANDWICHES

Spread softened ice cream to the edge of any appropriate cookie (graham crackers are good, but most any will do). Press on top cookie gently. Wrap or stack in foil or plastic wrap and freeze.

ICES

Make a base syrup by cooking:
2 cups water
2 cups sugar
on a low boil for ten minutes or till approximately jelly stage on a candy thermometer.

Cool. Then add to make:

Orange ice - 2 cups fresh orange juice
½ cup lemon juice or juice of 1 lemon
Strawberry - 1½ cup crushed strawberries
1 Tablespoon lemon juice
Grape Ice - 1½ cups grape juice
2/3 cup orange juice
3 Tablespoons lemon juice
Lemon Ice - 3/4 cup lemon juice
1 Tablespoon grated lemon peel
2 cups water
Pour into trays or a small mixing bowl and put into freezer. When reaches mushy stage (about 1 hour) mix in the tray and refreeze.

SUMMER DRINKS

Apple Juice - Frozen concentrate good; sugarless and can be stretched.
Lemonade - In a large container (pitcher or bowl - 2 qts.) put in three sliced lemons and 1 cup of sugar. With a large spoon, pound the lemons to release juice. Stir. Add a tray or two of ice cubes and let sit awhile, then add water to fill and mix.
Or try: 1 cup reconstituted lemon juice
1½ cups sugar
2 quarts water Mix and serve.

Grape Juice - You can double any amount of grape juice, from a bottle or concentrate, by adding an equal amount of water, and for each two cups of water added, use ½ cup sugar and one to two fresh lemons. This takes away the "heaviness" from pure grape juice.

Fruit Drink - To a glass of lemonade or light carbonated drink, add fresh fruit and serve with a fork or toothpick plus a straw.

S'MORES

Place a toasted marshmallow and four squares of a Hershey Bar between two graham crackers and press down gently on top graham cracker.

JULY 4th - INDEPENDENCE DAY

Drum Cake

Cover a round cake with white frosting, then on the sides press in striped candy sticks or red licorice at angles into the frosting and set in maraschino cherries where the sticks meet.

RESOURCES

1. Crossties - The Economy Company, Discovery Cards, The Teacher's Manual, and Little Trolley Books.

2. Films and Filmstrips:
   Carbon County Instructional Materials Center Catalog; Mimi Gillman, Administrative Assistant. School librarian has requisition forms.

3. Fingerplays:
   Scott, Louise Binder and J.J. Thompson, Rhymes for Fingers and Flannelboards. Webster Publishing Company.

SEASONS

- FALL
- WINTER
- SPRING
- SUMMER

Español Como Segundo Idioma. Teacher's Guide. Level 1. Richmond Babel Productions, 1971. 1414 Walnut Street, Berkeley, CA 94709 (415) 644-6151.

Preschool. Spanish/English. One Book, Softbound.

This guide contains a unit on the weather.

Las Estaciones. Fernandez Editores. S.A., Calzada, México Coyoacán 321, Mexico 13, D.F. (905) 524-5630. 1974.

Preschool. Spanish. One Book, Softbound.

This coloring book contains pictures with verses illustrating children in seasons of the year.

Estuche del Calendario. Developmental Learning Materials, 1974. Vendor: Developmental Learning Materials, Inc., 7440 Natchez Avenue, Niles IL 60648 (312) 647-7800.

Preschool. Spanish. One Box - 58 cards.

This box of cards is designed to teach the child the concept of a calendar.

El Invierno y la Nieve. Editorial Arica, S.A., Lima, Peru: 1971. Vendor: Donars Productions, P.O. Box 24, Loveland, CO 80537 (303) 669-0586.

Preschool. Spanish. One Book, Hardbound (Series).

This is a picture book which explores the subject of winter and snow in a very basic Spanish text for the preschool child.

Lluvia. Peter Usborne and Su Swallow, comp. Barcelona, Spain: Editorial Molino, 1972. Vendor: Pan American Book Company, 4362 Melrose Avenue, Los Angeles, CA 90029 (213) 665-8000.

Preschool. Spanish. One Book, Hardbound (Series).

This book is part of a set of encyclopedias for the very young child and explores the concept of rain.

Miffy en la Nieve. Dick Bruna, Aguilar, Madrid: 1972. Vendor: The Bilingual Publications Company, 1966 Broadway, New York, NY 10023 (212) 873-2067.

Preschool. Spanish. One Book, Hardbound.

With a text entirely in Spanish, this is the story of Miffy, the little rabbit, who awoke to find that snow had covered everything.

Nieve. Peter Usborne and Su Swallow, comp. Barcelona, Spain: Editorial Molino, 1973. Vendor: Pan American Book Company. 4362 Melrose Ave. Los Angeles, CA 90029 (213) 665-8000.

Preschool. Spanish. One Book, Hardbound (Series).

This book is part of a set of encyclopedias for the very young child, and discusses the concept of snow.

¿Qué Tiempo Hace? Developmental Learning Materials, 1974. Vendor: Developmental Learning Materials, Inc., 7440 Natchez Avenue, Niles, IL 60648 (312) 747-7800.

Preschool. Spanish. One Box - 20 cards.

This box contains cards which depict ways of relating observations of the weather to pictures and language.

Resource Material for Bilingual Education. Fort Worth Public Schools, 1974, Bilingual Program, Fort Worth, Texas (817) 336-8311.

Preschool. Spanish/English. One Book, Softbound.

This book contains a unit on seasons.

The Snowy Day - El Dia Nevado. Ezra Jack Keats. Weston Woods, Weston, Connecticut: 1976. Vendor: Weston Woods Studios, Weston, CT 06880 (203) 226-3355.

Preschool. Spanish/English. One Kit - One Filmstrip, One Audiocassette-English, One Audiocassette-Spanish, One Guide-English, One Guide-Spanish.

This book tells the story of Peter, a little boy who woke one morning to discover that a great snow had fallen during the night and covered the whole world and made it white.

HALLOWEEN

Preassessment:

Discussion of:

1. What are some of the things you do on Halloween?
2. How do you do these things?
3. What are some of the ways you can be safe in your Halloween activities?
4. Do you know any Halloween games?
5. Show children an orange pumpkin and a black cat; ask them to name the colors?
6. Do you know the meaning of: witch, jack-o-lantern, dunking for apples, customs of Halloween?

General Unit Objectives:

1. The child will demonstrate an understanding of safety at Halloween.
2. The child will recognize and understand customs such as dressing up, carving jack-o-lanterns, and going trick-or-treating, and that Halloween comes in the fall.
3. The child will demonstrate that he knows Halloween colors.
4. The child will recognize and be able to demonstrate proper Halloween behavior.
5. The child will demonstrate his ability to work in groups.
6. The child will understand Halloween terminology through Halloween activities.
7. The child will learn to enjoy activities rather than fear them.

Activities:

1. During Free Play:
    a. Have the children use Halloween makeup and other Halloween items such as wax teeth and wax lips as Halloween characters. Have mirrors available so the children are able to see themselves.
    b. After the children are made up as Halloween characters, have them play a game where the other children must guess what the child that is made up is supposed to be.
2. Art Activities:
    a. Have the children make their own Halloween masks. One method is to cut off the side sections of a paper sack about half way up. This allows the sack to fit easily over the child's shoulders. Then fit a sack over each child's head, in turn, to get the approximate position of the child's eyes, and cut two large eyeholes. The child can then start decorating the mask with crayons, paper hair, eyelashes, collar, and etc.
    b. Have the children make half masks by folding a sheet of construction paper in half. Then draw a half circle on the paper. Cut an eyehole in the folded mask. Punch a hole near the edge for the string. Unfold the mask.

Tie string through the holes or staple the ends of a long rubber band to mask, Decorate mask with poster paints and bits of construction paper.

c. Make ghosts from Jumbo marshmallows, toothpicks and a white paper napkin. The toothpick holds the head to the napkin and the children spread the napkin over their hands and play ghost. The face is drawn on the marshmallow with magic marker.
d. Have children cut out jack-o-lanterns from orange paper, witches hats from black paper, or ghost shapes from white paper. These should be large enough shapes to be used as placemats during snack or a Halloween party. The paper should be heavy construction paper. After the child's name has been put on his placemat, the placemat can be covered with clear contact paper to make it washable and more durable.
e. Have the children make their own trick-or-treat bags using a large paper sack. The children can decorate their bags with construction paper cutouts of witches, black cats, ghosts, pumpkins and bits of crepe paper. Be sure each child has his name on his bag.
f. Tracing ghosts - make five or six ghost shapes from tagboard or heavy construction paper for patterns. Give each child a sheet of 9" x 12" white drawing paper and a pencil. Let the children take turns using the patterns. Explain that when they finish tracing, they can cut out their ghosts and then use black crayon to make a pair of very scary eyes on them.
g. Making Triangle Witches -- In advance, cut enough large equilateral triangles so each child will have one for a witch body. Cut medium triangles for hats and two very small triangles for each shoe. Distribute these pieces along with a 9" x 12" sheet of orange construction paper for a background. Show the children a sample witch you have made with your triangles. Explain that the best way to start is by pasting the large triangle in the center of the paper. This is the witch's body. Put the medium-sized triangle on the head for a hat. The little triangles are shoes. Paste them on the witch's feet.
h. Have the children finger paint with Tempera paints. Use black and orange paint and suggest they paint something related to Halloween.
i. Help the children make stuffed jack-o-lanterns. Provide each child with a paper bag. Have the children fill their bag with crumpled newspaper until it is the size of the pumpkin. Help the child tie a piece of string around the stem to hold the shape of the pumpkin. Trim off the ends of the string. Provide strips of one-inch wide newspaper, presoaked. Have the children put strips of wet newspaper on the bags. Then instruct them to dip their fingers in wheat paste and rub it on the strips. Have the children continue pasting paper strips until they have about three layers and have covered the sack completely. You may want to alternate wet and dry strips to keep the pumpkin from becoming too wet. As a final step, smooth the pumpkin by rubbing all over it with wheat paste.

When the pumpkins are dry (the next day) paint them orange with green stems, draw a face with black felt pens or use scraps of black construction paper. NOTE: For a group activity, make on

j. Make a collage using pumpkin seeds.
   1. Have the children draw a pumpkin patch on white paper with orange crayons and then have them paint all over their sheet of paper with black tempera paint. The black paint will fall off the orange crayon pumpkins, leaving the rest of the paper with black background.

k. See in the Dark Safety Box -- Punch peep holes in three or four shoe boxes. Put reflector strips for clothing, white objects, a black object, a red object and a blue object inside each of the boxes. Have the children take turns looking through the peep holes to identify the items they can see. After everyone has had a turn, open the boxes to demonstrate to the children that they were unable to see the items that were darker in color. Discuss with them which of the colors would be safest to wear on Halloween night when trick-or-treating.

3. Suggested Parent Involvement Activities:
   a. Send home to parents a sheet of pumpkin recipes they may wish to prepare with the child (See Resources for recipes).
   b. Send home to parents a safety sheet for Halloween night and encourage them to review it with their children.
   c. Send out party invitations to parents and stress that this is a Halloween Party that the parents plan and coordinate and attend, as an alternative to have their children out trick-or-treating. A suggested activity for the party is apple dunking and stringing marshmallows on a string and seeing who can eat theirs without using their hands.
4. Suggested Snack Activities:
   a. Serve the children apple juice and orange popcorn. Orange popcorn can be made by adding red and yellow food coloring to the oil. Then add the popcorn. As it pops, it will have a faint orange color. NOTE: See the color guide on the food coloring box to determine how many drops of red and how many drops of yellow food coloring it takes to make orange.
   b. Have the children observe as you carve a pumpkin into a jack-o-lantern. Wash and dry the pumpkin seeds and roast them in an oven. Serve them for snack with juice.
   c. Prepare pumpkin muffins to be served with milk. Prepare the batter in the classroom with the children observing. Have the children take turns helping. Some can pour the premeasured ingredients into the mixing bowl while others can pour the mixed batter into paper muffin cups placed in the muffin tins. (See resource for recipe).

5. Halloween poems:
   a. Present to the children "Halloween Subtraction." This is a poem that incorporates the use of the flannelboard. (See Poem insert).
   b. "Who Am I?" When reading this poem to the children, as you come to "a snarling tiger," "a snorting demon," "a snorting dragon," or a "funny clown" have the children act out these parts.
   c. To help the children learn the colors associated with Halloween, teach the children the poem "What color is Halloween." To further impress these colors upon the minds of the children, you can have squares of construction paper corresponding with the colors mentioned in the poem. Hold these up for the children to see as you recite the colors in the poem.
6. Suggested Group Activities:
   a. "Gone with the Ghost" - Have the children form a pumpkin circle. Then have the children choose a ghost. As the ghost stands outside the circle, have the children close their eyes. Then the ghost quietly takes a child from the circle and leads that child to a prearranged hiding place. Then a ghostly sound is made by the ghost to signal the others to open their eyes. The children must guess who's missing. When they guess correctly, the ghost must return the child to the pumpkin circle. If the children cannot guess who is missing, the ghost keeps the child and the game continues. NOTE: Encourage the children to observe the circle closely so that they can guess who is missing. The ghost may take more than one person out at a time. A new ghost can be chosen for each turn.
   b. "The Witch Is In the House" (this is a variation of Jack-in-the-Box). Have the children choose one person for the leader. Have the other children stand in a wide circle around the leader. When the leader calls out "The Witch Is In the House" all the children are to squat; when the leader calls "The Witch Is In The House" the children all jump up. The leader may trick the others by calling out directions quickly or slowly. If the players do not follow the leader, they are out of the game. The last one becomes the leader for the next game.
7. Have the children examine pumpkin seeds, first whole, then cut in half. Have the children plant some of the seeds to watch them grow. This can be done when the children carve their jack-o-lanterns. (See suggested snack activity #b).
8. Take the children outside and demonstrate to them how they should walk on the sidewalk, cross the streets, look for approaching car lights on Halloween night.
9. Suggest role-playing activity - Discuss with the children the importance of eating only wrapped candy and treats and only after it has been checked by their mother or father first. Then have the children pretend they are just returning from trick-or-treating. Provide each child with a paper bag with three or four treats. With the teacher acting as the child's mother, demonstrate the parent inspecting the treats and either approving or disapproving each treat.

10. Suggested roll call activities:
    a. As you call each child's name, have the child remove a piece of candy from a bag and ask that child if he would eat it or wait for his mother or father to check it first, if this were on Halloween night.
    b. Act out going trick-or-treating with the children. Discuss with them what going trick-or-treating means. Also discuss proper behavior while trick-or-treating and that we don't do the trick part anymore.
    c. Discuss the origin of the jack-o-lantern with the children. A good reference for this is in the Childcraft, Holidays and Customs, Page 66.
    d. Have five or six Halloween items in a bag. As you call the child's name, have that child draw out one item from the bag and explain what it is.
    e. Arrange four items on a table, and as you call a child's name, have that child come to the table and close his eyes. Remove one item from the table and have the child open his eyes and tell you which item was removed.
    f. As you call the child's name, have that child tell the others what his Halloween costume will be for trick-or-treating and explain why he chose that costume.
    g. Cut out black and orange pumpkins. As you call each child's name, have that child pick up one and tell the other children what color it is.
11. Suggested books for reading activities:
    a. Lets Find Out About Halloween, by Martha & Charles Shapp. Watts, 1972.
    b. Pleasant Fieldmouse's Halloween Party, by Jan Wahl. Putnam, 1974.
    c. Humbug Witch, by Margaret Hillert. Follett, 1966.
    d. The Little Runaway, by Lorna Balien. Arlingdom, 1965.
    e. Mousekin's Golden House, by Edna Miller. Prentice, 1964.

    NOTE: These books can probably be obtained at local libraries.
12. Suggested Fingerplay Activities:
    a. Halloween Subtraction Poem (See "Poems" insert).
       NOTE: For use with flannelboard, see Halloween Poems, Section 6, #2 Halloween Unit-4).
    b. "Halloween" (See Fingerplay insert).
    c. "Five Little Pumpkins" (See Fingerplay insert).
    d. "Five Little Jack-o-Lanterns" (See Fingerplay insert).
    e. "Three Little Witches"
    f. "Very Scary Ghost"
    g. "Five Little Pumpkins" (All in Fingerplay insert).

FIVE LITTLE PUMPKINS

Five little pumpkins sitting on a gate
First one said, "My it's getting late,"
Second one said, "There's witches in the air"
Third one said, "I don't care!"
Fourth one said, "Let's run, and have some fun."
Fifth one said, "Isn't Halloween fun."
Whoosh went the wind, out went the light,
Those five little pumpkins ran out of sight.
(Move a different finger each time)

FIVE LITTLE JACK-O-LANTERNS

(Hold up five fingers)
Five little jack-o-lanterns sitting on a gate,
The first one said, "My, it's getting late,"
The second one said, "I hear a noise"
The third one said, "It's just some silly boys,"
The fourth one said, "We'd better run,"
The fifth one said, "It's Halloween fun,"
O - O - O went the wind--off went the light--
and away they all ran on Halloween night.

THREE LITTLE WITCHES

(Sing to "Ten Little Indians)

One little, two little, three little witches,
Fly over haystacks, fly over ditches.
Slide down the moon without any hitches,
Heigh ho Halloween is here.

VERY SCARY GHOST

(Hold up fingers around eyes like glasses)
Here's a very scary ghost
As spooky as can be
But don't be scared and run away
It's really only me!

FIVE LITTLE PUMPKINS

Five little pumpkins at my door,
A neighbor took one and then there were four.
Four little pumpkins under a tree,
Along came a farmer and then there were three.
Three little pumpkins that looked so new,
I gave one away and then there were two.
Two little pumpkins out in the sun,
Mother made a pie and there there was one.
Of all the pumpkins, there was just one,
So I made a jack-o-lantern and that was fun.

HALLOWEEN

It was the finest pumpkin that you have ever seen,
(Make a circle with your arms)
It grew in Tommy's garden on the night of Halloween.
He took his knife to cut the top off,
(Action of cutting)
He scooped it with a spoon,
(Action of scooping)
He made two eyes,
(Make round circles with fingers at eyes)
A nose so long,
(Point to nose)
A mouth like a moon.
(Draw a half moon in the air)
He put a candle in it.
(Hold up one finger)
Then still as a mouse,
He crept up very slowly to a window in his house,
(Move fingers in creeping motion)
He held the jack-o-lantern,
(Pretend to hold)
Till his mother cried "Look here!
It seems to me some brownies are hiding very near!"

WHAT COLOR IS HALLOWEEN

Halloween is orange as the pumpkins gay,
Grinning at you in their crooked way.

Halloween is black as a witch's cat's tail,
Billowing behind her broom like a sail.

Halloween is brown as an old owl's Hoot,
Making you trip over the oak tree's root.

Halloween is green as a witch's face,
Urging you to walk at a faster pace.

Halloween is gray as shadows that lurk,
Causing you to whirl arousing with a jerk.

Halloween is gold as a harvest moon,
Just like honey you could eat with a spoon.

Take all these colors; put them together,
You'll get some cool crisp Halloween weather.

HALLOWEEN SUBTRACTION

Three little ghosts on Halloween night
Saw a witch and shrieked in fright!
The witch just laughed and shouted, "Boo!"
One ghost ran home and that left two.
Two little ghosts in two little sheets
Went to a door to say, "Trick or Treat."
But when the door swung open wide
A scary goblin stood inside.
One ghost gulped and said to the other,
Of the three little ghosts there was now one alone
Too frightened to utter a groan or a moan.
One little ghost who shivered and shook
With every single step he took.
A fraidy-cat ghost can't have much fun.
So he cried, "Wait for me!" and then there was none.
(See attached sheets for Flannelboard characters)

RECIPES

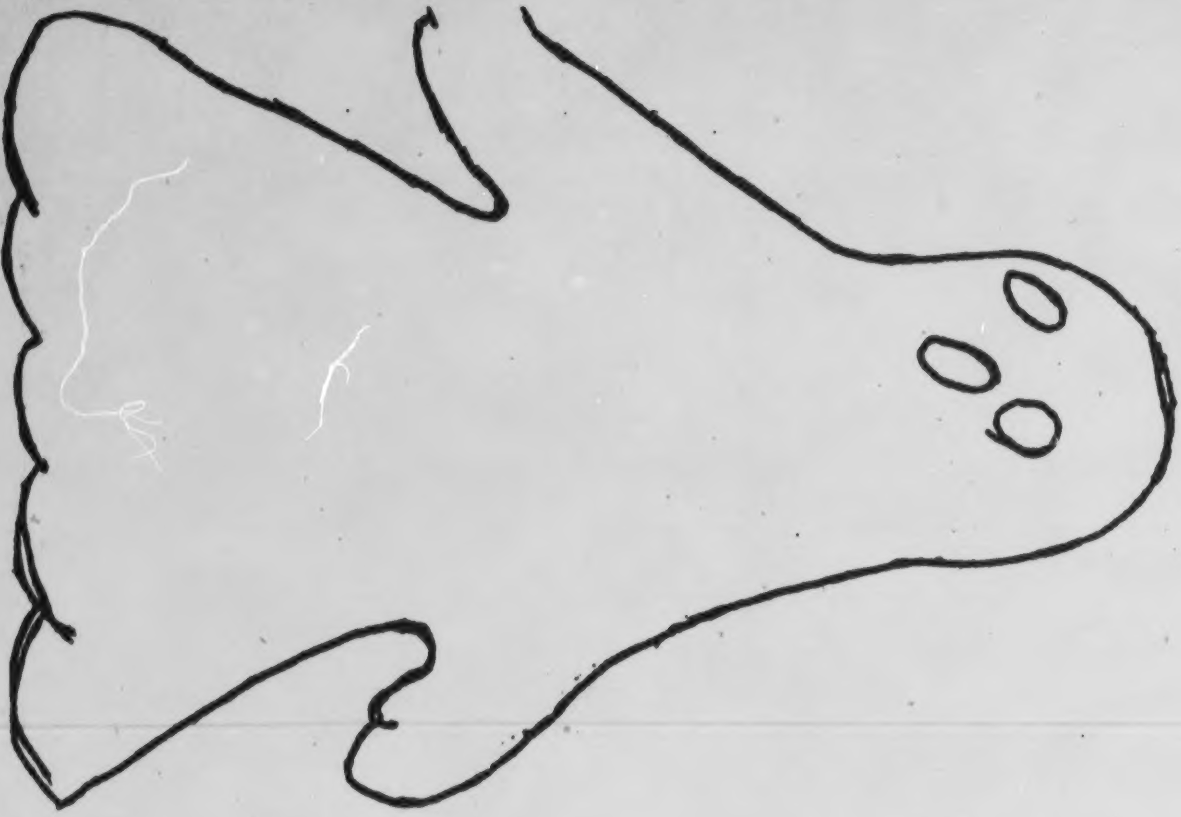
Pumpkin Bread

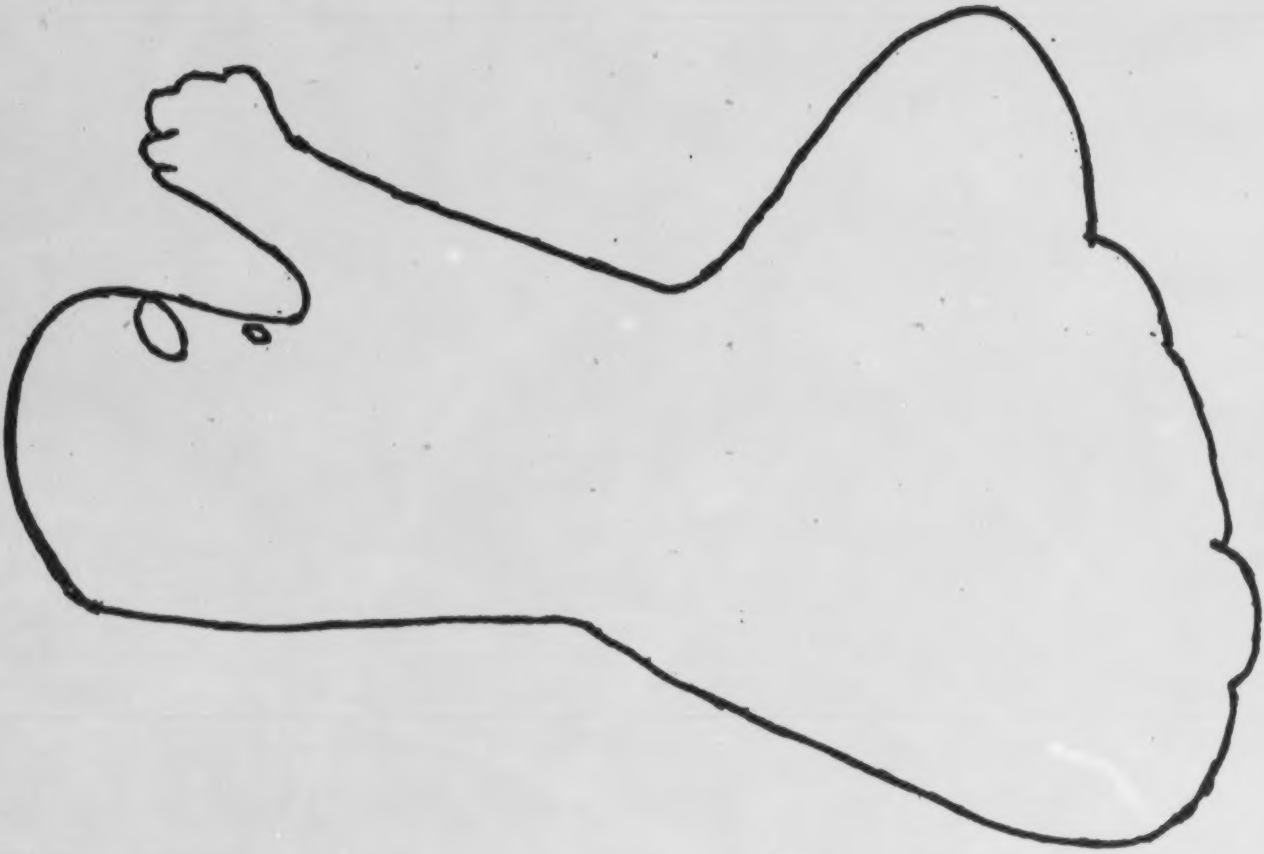
2/3 cup Shortening
2/3 cups sugar
4 eggs
1 cup (1 lb.) pumpkin

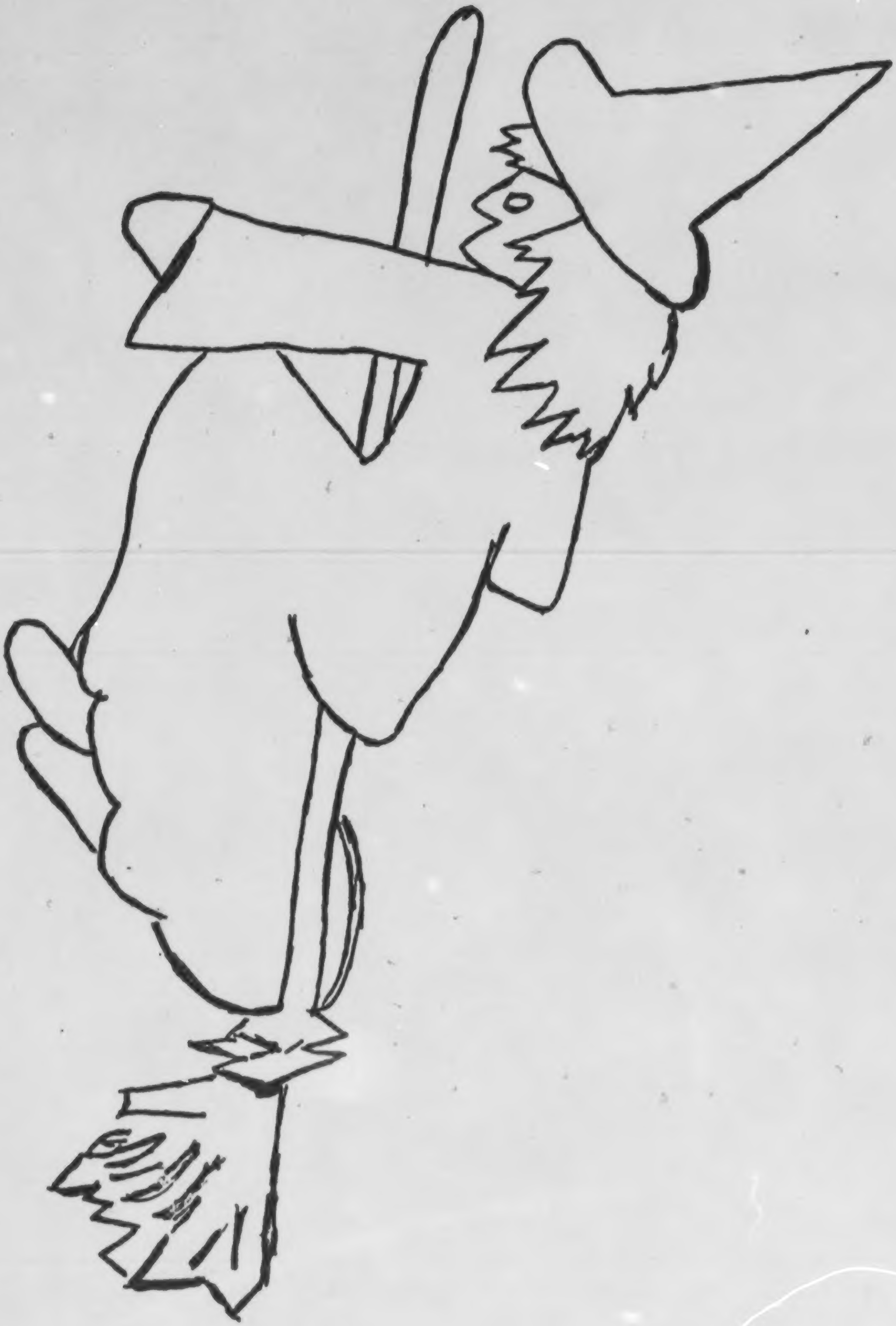
2/3 cups chopped nuts
2/3 cups raisins

2/3 cups water
3 1/3 cups flour
2 tsp. soda
1½ tsp. salt
½ tsp. baking powder
1 tsp. cinnamon
1 tsp. cloves

Heat over to 350°. Grease two 9x5x3 inch loaf pans or three 8½x4½x2½ inch loaf pans. In large bowl, cream shortening and sugar until fluffy. Stir in eggs, pumpkin and water. Blend in flour, soda, salt, baking powder, cinnamon and cloves. Stir in nuts and raisins. Pour in pans. Bake about 70 minutes or until wooden pick inserted in center comes out clean.







Pumpkin Muffins

1½ cups flour
½ cup sugar
2 tsp. baking powder
½ tsp. salt
½ tsp. cinnamon
½ tsp. nutmeg

½ cup milk
½ cup canned pumpkin
¼ cup butter or margarine, melted
1 egg
½ cup raisins

Heat oven to 400°. Grease bottoms of 12 medium muffin cups. Mix all ingredients just until flour is moistened. Batter should be lumpy. Fill cups 2/3 full. Sprinkle sugar over each cup. Bake 18-20 minutes. Remove from pan. Makes 12 muffins.

Pumpkin Pie

1¼ cups pumpkin
¼ tsp. salt
1¼ cups milk
2 eggs
½ cup brown sugar (packed)
1½ cups granulated sugar

1 tsp. cinnamon
¼ tsp. ginger
¼ tsp. nutmeg
¼ tsp. cloves

Mix. Pour into two pie shells. Bake at 425° for 45-55 minutes.

Pumpkin Cookies

Cream together:
1 cup shortening
3 cups sugar
3 eggs

Add: 2 cups pumpkin
2 tsp. vanilla

Mix together:
4½ cups flour
2 tsp. baking powder
2 tsp. salt
2 tsp. soda
2 tsp. cinnamon
2 tsp. nutmeg

Add to creamed mixture the above ingredients. You may add 1 cup nuts and/or 1 cup large chocolate chips. Bake in a 375° oven for 13 to 15 minutes.

Post Assessment:

1. The child is able to define the following words;
    a. Jack-o-lantern
    b. Witch
    c. Ghost
    d. Trick-or-treat
    e. Dunking for apples
2. The child is able to name orange and black.
3. The child knows safety rules for Halloween night as follows:
    a. Crossing streets at crosswalk.
    b. Checking for oncoming cars before crossing a street.
    c. Not eating their treats until their parents have checked them first.
    d. Wearing clothing that is easily seen during the night.
4. The child demonstrates the ability to play cooperatively in one Halloween game.

RESOURCES

1. 150 Plus! Games and Activities for Early Childhood, by Zane A. Spencer, Fearon Publisher, Inc., Belmont, California.

2. Rhymes for Fingers and Flannelboards. Louise Binder Scott & J.J. Thompson, Webster Publishing Company. St. Louis-Atlanta-Dallas-Pasadena.

3. Kindergarten Keys Teacher's Guide Book; A comprehensive curriculum for Skills and Concept Development. The Economy Company, Oklahoma City-Indianapolis.

4. Rhythmetic Activities, Volume II, Holiday Series. By Florence Bassett and Cora Mae Chesnut.

THANKSGIVING

Preassessment:

Discussion of:

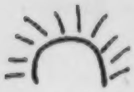
1. Do you know why we celebrate Thanksgiving?
2. How can we show that we are thankful for the things we have? (by sharing with others)
3. Who were the pilgrims?
4. Why do most people eat turkey on Thanksgiving?

General Unit Objectives:

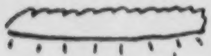
1. The children will develop an awareness of the history of Thanksgiving.
2. The children will become aware of giving and receiving from others.
3. Children will recognize objects and become familiar with customs associated with Thanksgiving.
4. The children will understand who the Indians and Pilgrims were, comparing the first Thanksgiving with ours, discussing the traditional foods.

Activities:

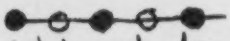
1. Make a hand print of each child and draw a turkey.
2. Using construction paper and crepe paper, help the children make Indian headbands with Indian symbols.



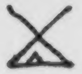
SUN RAY



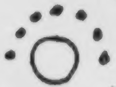
rain cloud



night and day



teepee



bear tracks

3. Cut out pictures of fruits and vegetables from construction paper and place in a basket.
4. Have the children bring fruit and vegetables from home and make a horn of plenty.
5. Have children cut from construction paper, figures of pilgrims and Indians.
6. Using corn husks, make miniature pilgrims and Indians.
7. Have children choose to be an Indian or pilgrim. Role play the first Thanksgiving, eating dinner prepared by the center.
8. Using pine cones and construction paper, make turkeys.
9. Make jewelry from pumpkin seeds.
10. Have each child bring a recipe from home about their Thanksgiving.

11. Talk about things the children are or should be thankful for: Discussion - Why should we ever say thank you? How do you feel when people forget to say thank you? What are some of the things you say thank you for at home? at school? at play? Who are some of the people you are especially thankful for? Why? When the Pilgrims decided to give thanks, whom did they thank? For what? Sing the following song to "Skip To M'Lou."
    I'm thankful for two feet to run (Point to feet).
    I'm thankful we can all have fun (Clap hands).
    For eyes to see, for ears to hear (Point to eyes and ears).
    I'm thankful too for friends so dear (Point to friends).

12. List things the children feel are important guidelines for good manners, such as:
    a. Say please and thank-you.
    b. Take turns and share.
    c. Treat others the way we would like to be treated.
    d. Cover coughs, sneezes and yawns.
    e. Never interrupt others when they are speaking.
    f. Keep hands to ourselves.
    g. Respect the property of others.
13. Toast pumpkin seeds for a snack.
14. Use vegetables, cranberry juice and pumpkin pie for treats.
15. Make stick figures of pilgrims and Indians from popsicle sticks.
16. Make a mobile for the room with pictures of Indians, pilgrims, turkeys, etc.
17. Send notes home to parents telling them of the upcoming Thanksgiving feast and let children bring appropriate clothing, along with an ear of corn, dried beans, squash, pumpkins, peanut butter, a bottle of salad dressing, candy bar, etc.
18. Have the children observe the foods used at the first Thanksgiving and later "test" them on how well they learned by asking such questions as:
    What were the foods at the First Thanksgiving?
    Who showed the pilgrims how to plant and fish?
    Why were the Indians and pilgrims thankful?
19. Sing "Over the River and Through the Woods"
20. Read "First Thanksgiving of All" see resources.
21. Do fingerplays:

OUR TABLE

Every day when we eat our dinner
Our table is very small.
  (show with hands)
There's room for father, mother, brothers
  (point to each finger)
Sister, and me---that's all.
But when Thanksgiving Day, and
the company comes,
You'd scarcely believe your eyes;
For that very same table stretches
Until it is just this size.
  (show with hands spread wide)

FIVE LITTLE PILGRIMS

Five little pilgrims on Thanksgiving Day
 (hold up one hand, five fingers extended)
The first one said, "I'll have cake, if I may."
 (point to thumb)
The second one said, "I'll have turkey roasted."
 (point to pointer finger)
The third one said, "I'll have chestnuts toasted."
 (point to middle finger)
The fourth one said, "I'll have pumpkin pie."
 (point to ring finger)
The fifth one said, "Oh, cranberries I spy."
 (point to little finger)
But before they ate any turkey or dressing.
All of the pilgrims said a Thanksgiving blessing.
 (put hands together in prayer)

WAKE UP, LITTLE PILGRIMS

Wake up, little pilgrims,
The sun's in the east.
 (children sit tall)
Today is the day for our Thanksgiving Feast.
 (fold hands)
Come, jump out of bed,
See how tall you can stand.
 (hold up ten fingers)
My, my! But you are a wide awake band!
 (clap hands)
Wash your hands, wash your face,
 (motion of washing)
So that you will look neat.
 (fold hands in lap)
Then come to the table;
Say prayers before you eat.
 (touch hands in prayer)

TEN LITTLE INDIANS

Ten little Indians dancing in a ring;
 (extend ten fingers and dance them back and forth)
Ten little Indians, hear them sing!
Ooooooooooooooooooo--ooocoooooooooooooo!
 (give Indian war cry)
Ten little Indians wave tomahawks high;
 (pretend to wave tomahawks above head)
Ten little Indians give their war cry.
Ooooooooooooooooo--ooooooooooooo!

Ten little Indians in a teepee;
 (Bring fingertips together to make point over head)
Ten little Indians quiet as can be!
 (fold hands)
Shhhhhhhhh!
 (fingers at lips)

RESOURCES

1. Rhymes for Fingers and Flannelboard by Louise Binder Scott and J. J. Thompson.

2. Let's Do Fingerplays by Marion Grayson.

3. Kindergarten Keys, The Economy Co., Oklahoma City and Indianapolis.

CHRISTMAS

Preassessment:

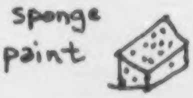
Discussion of:
1. Do you know why we celebrate Christmas?
2. What are some of the customs we observe during the Christmas season?
3. Are there things that you celebrate in your culture that are different from other cultures?

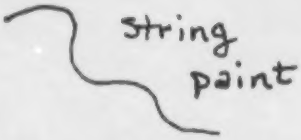
General Unit Objectives:

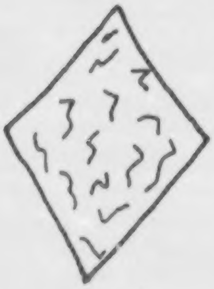
1. Children will become aware of the Christmas season and customs.
2. Children will increase their awareness of Christmas customs as reflected in their culture and other cultures.
3. Children will experience activities which will enhance their fine-motor skills.
4. Children will be able to create through the many and varied activities related to the season.

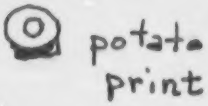
Activities:

1. Talk about first Christmas.
2. Make gifts for family to experience gift-giving.
3. Decorate a Christmas tree.
4. Make and break a piñata.
5. Have Santa Claus visit the classroom.
6. Have parents of various backgrounds help children make foods that originate with their culture.
7. Make children aware of other customs as celebrated by families in our community and others, through vicarious experiences.
8. Art Activity:
   Making wrapping paper.

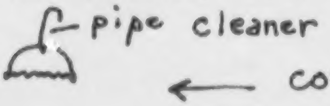








9. Make bells cut out of egg cartons.



← cover egg cup with foil, glitter, or paint.

10. Paper maché piñata:
    Materials:
    a. balloons
    b. 1 cup flour
    c. ½ cup water
    d. paint and brushes
    e. newspaper
    f. a bowl and spoon
    Procedure: Tear newspaper into strips. Blow up balloon. Make a paste using flour and water, dip the strips of newspaper into the paste. Cover your balloon with the strips of paper, Let dry. When dry, paint your paper maché piñata and let the teacher remove the balloon.
11. Paper chains:
    Cut strips (1" wide x 9" long) of red and green paper. Glue on one end of the strip and shape into circle. Form the circles into a chain.
12. String straws:
    Cut plastic straws into 1" sections and string on colored yarn. Can be given to brothers and sisters as a Christmas gift.
13. Sponge painting:
    Cut out Christmas shapes from sponges and paint with tempera paint.

Songs and Fingerplays:

MERRY CHRISTMAS DEAR MOTHER
(Tune- Happy Birthday)

Merry Christmas to you
Merry Christmas to you
Merry Christmas to you
Merry Christmas one and all
Merry Christmas to you.

JINGLE BELLS

Jingle Bells, Jingle Bells
Jingle all the way
Oh, what fun it is to ride
In a one horse open sleigh.

SANTA CLAUS IS COMING TO TOWN

You'd better watch out
You'd better not pout
You'd better not cry
I'm telling you why
Santa Claus is coming to town.
He sees you when you're sleeping,
He knows when you're awake
He knows if you've been bad or good
So be good for goodness sake.
(Repeat first four lines)

SALT FLOUR PLAY DOUGH

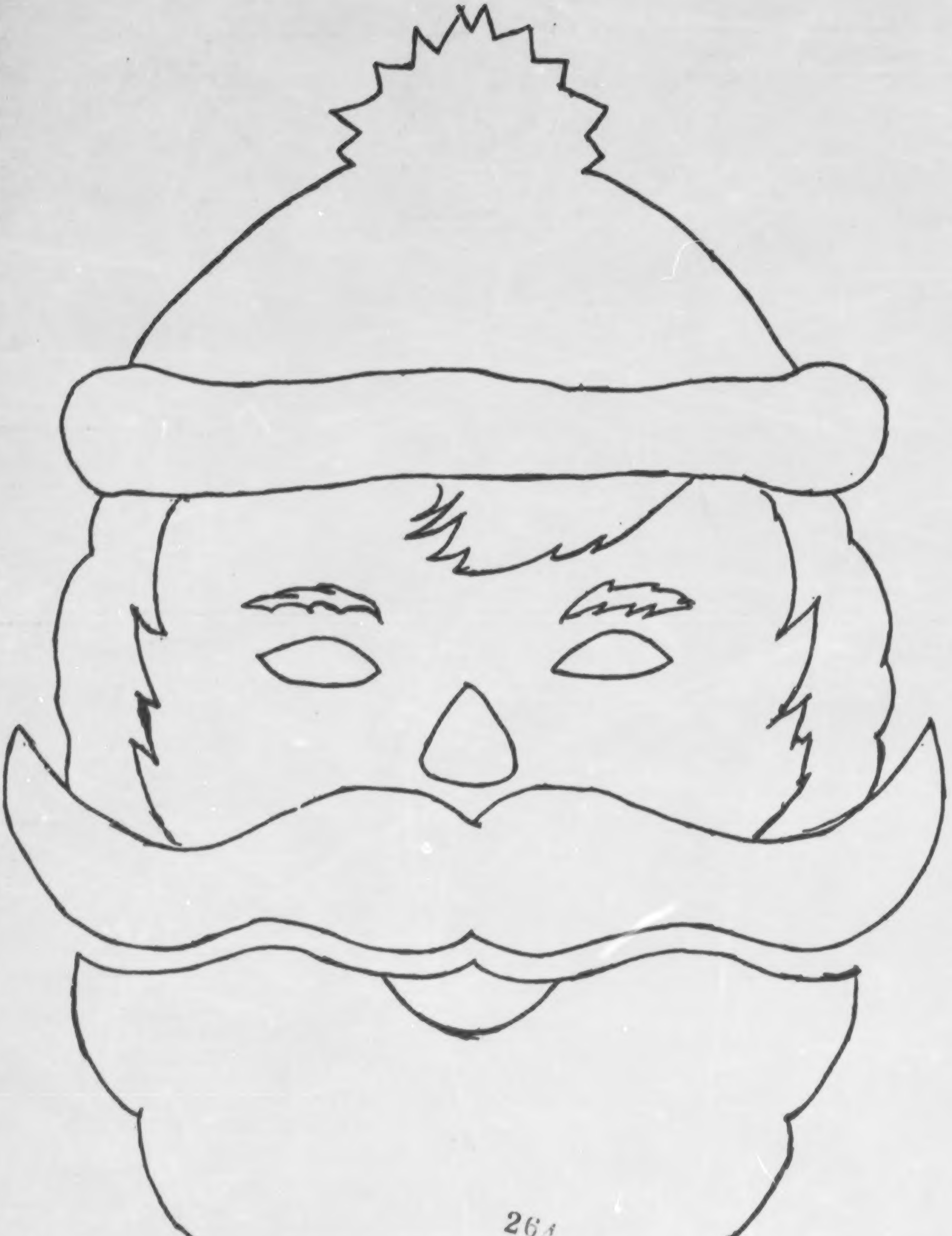
1 cup salt
2 cups flour

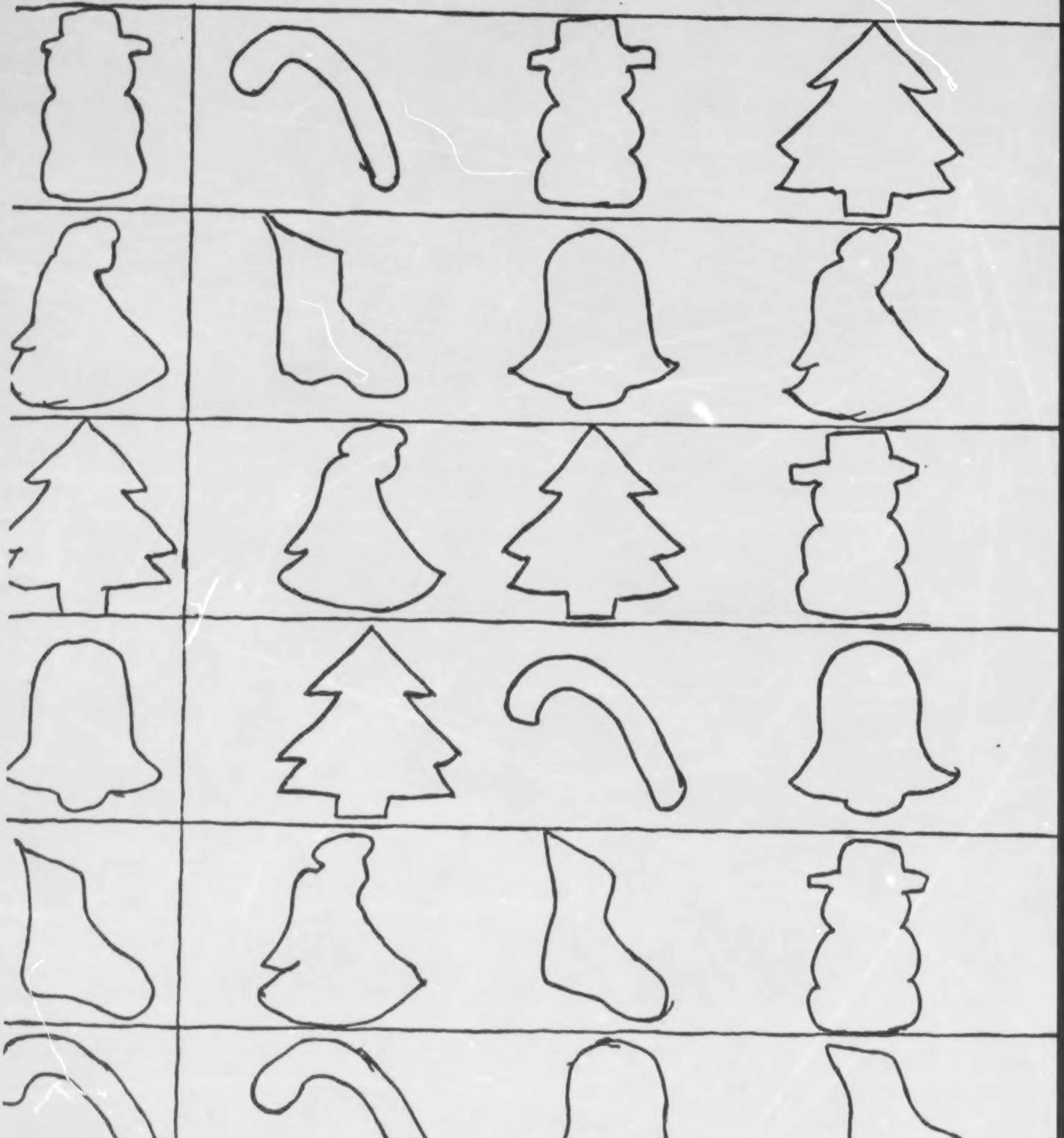
Mix, add one cup water slowly. Knead 7-10 minutes. Roll - use as wanted. When done, bake in 325° oven until light brown.

HINTS: Put holes in before baking. Can paint after or before baking. Can add food coloring as mixing. Can keep in air-tight container. Make cookies, necklaces, or mold.

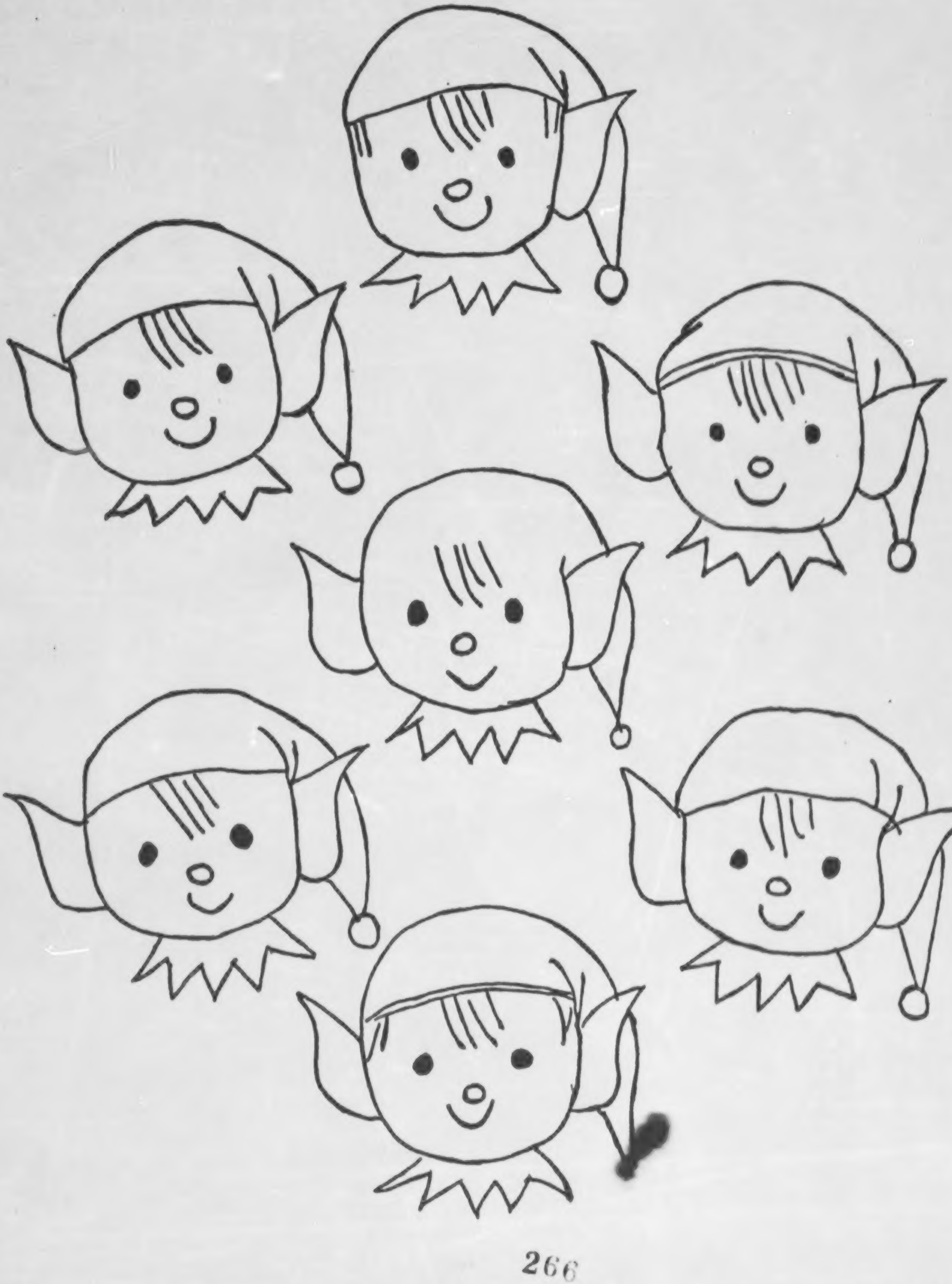
EDIBLE PLAY DOUGH

18 oz. jar of creamy peanut butter
6 T honey
Enough powdered milk to make a dough.
Decorate with raisins, red hots, or chocolate chips.





WHICH TWO ARE ALIKE?



VALENTINE'S DAY

Preassessment:

Discussion of:

1. Does anyone know why we have Valentine's Day?
2. What are some of the things we do for ones we love on this special day?
3. How does it make you feel when someone gives you a valentine or special surprise?
4. What are some things that make you feel happy, and things which make you sad?

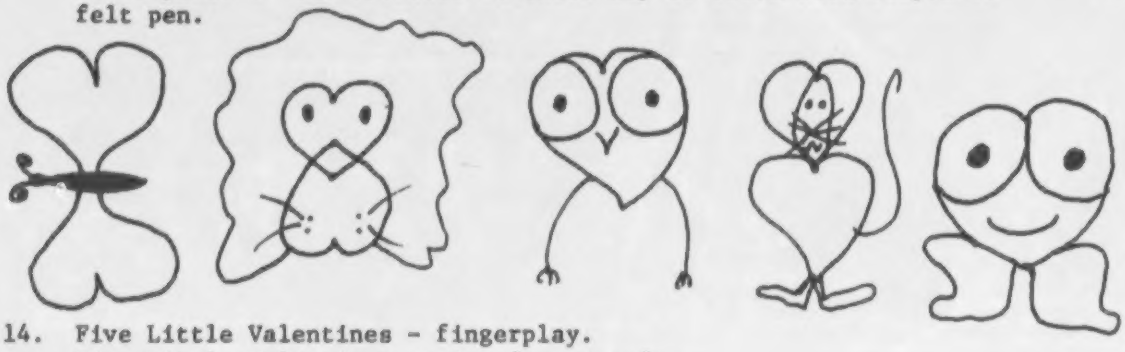
General Unit Objectives:

1. Learn about the history and traditions of Valentine's Day.
2. Children will learn to share.
3. Children will become aware of the concept of love for both family and friends.

Activities:

1. Tell children the history of St. Valentine's Day. Resource: Guilfeoile, Elizabeth, Valentine's Day. Garrard.
2. Read Love is a Special Way of Feeling by Anglund, Harcourt.
3. Discuss above story and bring out feelings about love. Bring in other emotions. Pantomime.
4. Read Do You Love Me? by Dick Backenbach. Seabury Press.
5. Do same as in #3.
6. Show film strip "Chuck Learns about Sharing," (FS L12). Discuss.
7. Alternate film strips:
   FS L15 "Learning to Make Friends"
   FS V37 "Learning to be Unselfish"
8. Role play showing how people feel happy when others share, and unhappy when others do not share.
9. Make paper hearts. Fold construction paper in half, trace thumb on fold and cut heart. Past three hearts on a string. Join all strings for heart mobile. Or use hearts to decorate Valentine sacks, milk cartons, etc.
10. Counting hearts:
    Materials:
    a. 1 flannelboard
    b. felt hearts
    Arrange five flannel hearts in various patterns on the flannelboard. Ask someone to count them each time. Arrange them: horizontally, vertically, diagonally, one above, four below; one in each corner of a square, and one in the center. Discuss how many more five hearts are than four. Show how you figured that out. Five hearts are how many more than three hearts? Continue in the same manner with other combinations. Other numbers may be dealt with in the same way.

11. Broken hearts:
Give each child one-half of a construction paper heart which has been cut in an irregular fashion. Tack the other half of each heart to the bulletin board and ask the children to match their piece with the one on the bulletin board that fits exactly. Cut a heart shape for each child from red construction paper and cut each shape into several puzzle pieces. Place each puzzle into an envelope for each child. Let each child see how quickly he can put his puzzle heart together. When he has finished he may trade his heart pieces with someone else who has finished. Continue the game until each child has finished putting together at least one heart.
12. Decorate sacks to use for Valentine's Day "Mail." Use lace doilies, red hearts in various sizes. Put the child's name on his sack. Encourage each child to do his own original design.
13. Make heart creatures:
Materials:
    a. Construction paper 9" x 12"
    b. paper hearts cut in various sizes
    c. crayons or felt pens.
Using the 9" x 12" construction paper as a background, have each child select a heart and paste it to the background paper. This will be his creature's body. Smaller hearts may be used for other parts of the creature or these may be drawn with crayon or felt pen.



14. Five Little Valentines - fingerplay.

Five Little Valentines coming for some fun.
The first one came and said, "I'm number one."
The second one skipped in and said, "I love you."
This pretty frilly Valentine was number two.
The third one arrived, he seemed full of glee.
He giggled and laughed and said, "I'm number three."
Here comes the fourth, a happy smile she wore.
In a cheery tone of voice she said, "I'm number four."
The fifth one was tiny and oh so very sweet,
This was number five who made the group complete.

Use finger puppets made with heart-shaped red construction paper pasted to paper rings to fit over the ends of the thumb and four fingers of the hand. Decorate each heart so that it fits the description in the poem. Bend fingers toward palm to conceal Valentines and raise each one during the poem.

15. Make a valentine tree. Bring a large tree limb with several branches into the room. Spray it with white paint. When dry, stick it into a large pail filled with sand and dirt. Dampen the sand and dirt and press down to make the limb secure. Cut valentine hearts of various sizes from red construction paper. Decorate with paper lace doilies, bits of lace and ribbon, or with crayons or felt pens. Tape or tie the valentines to the valentine tree.

16. Make a heart "stained glass" window.
    Materials:
    a. waxed paper
    b. newsprint
    c. tissue paper (many colors)
    d. crayon shavings
    e. iron for pressing
    f. ribbon
    g. paper punch

    Give each child two identical waxed paper hearts. On one heart arrange a design of small pieces of tissue, crayon shavings, and any other decorative material. Place second heart over the first heart. Cover completed heart with clean newsprint and press with warm iron. Remove "stained glass" heart and punch hole and string with ribbon so it may hang in the window.

17. Make valentine place mats and napkins.
    Materials:
    a. 12" x 18" white construction paper
    b. 6" hearts cut from red construction paper
    c. white paper napkins
    d. red crayons
    e. glue

    Decorate place mat with red border design. Put glue on the lower side edges of the heart and glue it in the lower left hand corner of the place mat to hold the napkin. Decorate the corner of each napkin with red crayon. Fold the decorated napkin so the pretty corner will show when you tuck it into the heart-shaped holder. The heart will act like a pocket for the napkin.

18. Learn Spanish words:
    amore - love
    amigo - friend
    Te amo - I love you
    Me amore - My love

19. Use cardboard P.O. for mailing valentine cards. Use dramatic play - playing postman - the mailman - emotions (when exchanging valentines).

20. Teach listening to instructions by giving each child a Valentine and asking them to listen carefully as you tell each one where they should put it. As each child takes his turn in following the instructions, ask the rest of the children to keep a close watch and, if he places it in the wrong place, raise their hands. Example: Jerry: place your valentine under Mike's chair. Mary, your valentine on the record player. Judy, place your valentine inside the cabinet. Between, behind, etc. When the valentines have been placed, you could reverse the game and tell them to bring each valentine to you as you describe its position in the room.

21. Play a game called Valentine Hunt. "It" leaves the room while a valentine is hidden. "It" returns to find the valentine by following soft and loud clapping clues given by the rest of the class. When "It" is off in the wrong direction the children clap softly; when "It" is getting closer to where the valentine is hidden their claps get louder. When the valentine is found, another "It" is chosen and the game is repeated.

22. Play a game and sing a song to pass out the valentines. Place chairs in circle formation. Have each child sit on his chair with his valentine sack open to receive his valentines. As the children take turns passing their valentines they may leave their valentine sack on their chair. If the valentines are marked only with the sender's name the distribution will be simple. Sing to tune of "Mulberry Bush:"

    We will pass our valentines, our valentines, our valentines,
    We will pass our valentines to each friend in our class.
    I have a valentine for you, I have a valentine for you,
    I have a valentine for you and each friend in my class.

23. A Valentine's Day snack children can learn to prepare. Let enough children help set the snack tables so that each one has the responsibility of putting one thing at each place. This is building the one-to-one concept. Make open-faced sandwiches cut in the shape of hearts with heart-shaped cookie cutters and spread with pimento cheese spread. Celery and carrot sticks, milk in individual cartons decorated with red hearts.

24.

FINGERPLAYS

To every little friend of mine,
I'll send a pretty Valentine.
  (make heart shape with thumbs and forefingers)
This one is like a little book;
  (close palms together)
You'll find a message, if you'll look.
  (open palms)
I'll use an envelope for this.
  (two fists together)
I'll write my name, then seal a kiss.
  (one hand closes on fingers of other hand)
What color shall I give you?
Orange, purple, green, or blue?
Yellow, or pink? White or red?
Or maybe a lacy one instead.
-Adapted from Maude Burnham

HOW MANY VALENTINES

Valentines, valentines;
How many do you see?
Valentines, valentines;
Count them with me:
One for father
 (hold up thumb)
One for Mother
 (hold up pointer finger)
One for Grandma too;
 (hold up middle finger)
One for Sister,
 (hold up ring finger)
One for Brother
 (hold up little finger)
And here is one for you!
 (make heart shape with
 thumbs and pointer fingers)

VALENTINES

Five gay valentines
 (hold up five fingers)
From the ten-cent store;
I sent one to Mother,
 (bend down a finger)
Now there are four.
Four gay valentines,
Pretty ones to see;
I give one to Brother
 (bend down a finger)
Now there are three.
Three gay valentines,
Yellow, red, and blue;
I give one to Sister,
 (bend down a finger)
Now there are two.
Two gay valentines,
My, we have fun;
I give one to Daddy,
 (bend down a finger)
Now there is one.
One gay valentine,
The story is almost done;
I give it to Baby,
 (bend down last finger)
Now there are none.
 - Beatrice Bryant

FIVE LITTLE VALENTINES

One little valentine said, "I love you."
(hold up fist; extend one finger)
Tommy made another; then there were two.
(extend another finger)
Two little valentines, one for me;
Mary made another; then there are three.
(extend another finger)
Three little valentines said, "We need one more."
Johnny made another; then there were four.
(extend another finger)
Four little valentines, one more to arrive;
Susan made another; then there were five.
(extend another finger)
Five little valentines all ready to say,
"Be my valentine on this happy day."

RESOURCES

1. Edmund, Doris. Learning Through the Year. Creative Teaching Press, Inc. Monterey Park, California, 1977.
2. Scott, Louise Binder, and J.J. Thompson. Rhymes for Fingers and Flannelboards. Webster Publishing Co.
3. Carbon County Instructional Material Center Catalog. 1974. (Gilman, Mimi; Administrative Assistant. Saratoga, Wyoming.

ABRAHAM LINCOLN
GEORGE WASHINGTON

Preassessment:

Discussion of:
1. Does anyone know who Abraham Lincoln was?
2. Why do we celebrate his birthday?
3. Who was George Washington?
4. Why do we celebrate the birthdays of important leaders?

General Unit Objectives:

1. The child will demonstrate a knowledge of the lives of some important American leaders.
2. The child is able to compare the ways of life of Abraham Lincoln and George Washington with life today.
3. The child will demonstrate a knowledge of the reason we celebrate Abraham Lincoln and George Washington's birthdays.

Activities:

1. Make a log cabin house using brown construction paper and white straws. Glue on the straws for the logs.
2. Log cabins could be made at free play with Lincoln Logs.
3. Talk about and point to a map showing the children where the capitol of our country is. Discuss that it was named after our first president and that was George Washington.
4. Make a voting booth to show that these were presidents that were elected:
   Materials:
   a. cardboard box, (big refrigerator box)
   b. magic markers
   c. two different colors of construction paper
   Procedure: Color cardboard box with magic markers. Use different colored paper to request for ballots to vote. Make up two things that the children can vote on.
5. Have the children cut red, white and blue strips of construction paper to make a flag on the bulletin board.
6. Give each child white art paper and a red and a blue crayon. Suggest that the children draw a patriotic symbol with the colors given.
7. Make a log cabin from log blocks or clothespins and make a rail fence from clothespins. Have a picture of a log cabin and discuss that this is what Abraham Lincoln lived in.
8. Make flag badge with the children cutting one-inch blue circle pasted on a two-inch white circle pasted on a three-inch red circle, with a gummed flag pasted in the center.
9. Talk about Lincoln's picture being on some pennies. Show one. Talk about Washington's picture being on the quarter and show it to the children.

a. Have the children make rubbings off of the penny and quarter. At roll call hand out one square of paper to each child, and when they have made the rubbings, have them identify one of the presidents.
b. Make a penny folder: Use a four-inch piece of paper, fold the four corners to center; turn over to front side and fold four points back half-way, leaving an open space in the center. Paste a Lincoln penny in the space.

10. Serve long pretzels (like logs) for snack. Or serve something from cherries and discuss the story of Washington chopping down the cherry tree. Stress how he did tell the truth.
11. Get books on Lincoln and Washington with pictures of the men and discuss how they lived then and what they wore and how that was different from us.
12. Learn the simple pledge to the flag:

The work of my hands
The thoughts of my head
The love of my heart
I give to my flag.

13. FINGERPLAY

GEORGE WASHINGTON

George Washington was a little boy
A hatchet was his favorite toy.
With his hatchet he learned as a youth,
It is always best to tell the truth.

14. Read the books Washington, D.C., and Me and the Tall Man in the Tall Hat. Discuss how things were different then. (Source: Crossties Trolley Books). Have the children act out parts of their life.
15. Ask questions about the two men and have the children say which one we are talking about:
Who was the first president?
Who chopped down a cherry tree?
Who lived in a log cabin? etc.
16. Have a parade on either birthday. Have the children make small flags to mount on dowels and have them play on drums (which could be bottoms of pans and cans). Have some carry red, white and blue streamers stapled to dowel rods. Play the record "Stars and Stripes Forever," or "Yankee Doodle" and march around.

RESOURCES

1. Learning Through the Year. Early Childhood Education. Creative Teaching Press, Monterey Park, California.

2. Crossties Trolley Books, A Basic Discovery Program in Early Childhood Education, by Cole, Welch, Yawkey, Sucher. Economy Company, Indianapolis

3. Kindergarten Experience Unit. Bremerton School District, Bremerton, Washington.

EASTER

Preassessment:

A discussion of:
1. Do you know why we celebrate Easter?
2. Share the things they usually do on Easter?
3. Why do we have baby bunnies, chicks, ducklings?

General Unit Objectives:

1. Make the children aware of the reasons we celebrate Easter and Palm Sunday, and how we traditionally celebrate these holidays.
2. Help them to understand and appreciate new life.

Activities:

1. Talk with the children about how Palm Sunday is observed the Sunday before Easter. This celebrates the arrival of Christ into Jerusalem for the Passover. It is called Palm Sunday because crowds of people came to see Him and spread palm branches before Him as He rode into the city on a donkey. Explain to them that Holy Week is the week between Palm Sunday and Easter and that Friday of that week is called "Good Friday," the day Jesus was crucified and buried. Christians everywhere gather in churches to pray on that day. Easter is a day for celebrating the resurrection of Jesus from the dead. It is the day for praise and thanksgiving with songs of "Hallelujah, Christ is Risen!" Easter lillies decorate the churches and all signs of new life become symbols of the day. (Resource: Learning Through the Year, cards by Doris Edmund, Creative Teaching Press, Monterey Park, California).
2. Make Easter bonnets. Begin by reading Belinda's New Spring Hat by Eleanor Clymer.
   Materials:
   a. paper plates
   b. bags
   c. boxes
   d. tissue
   e. construction paper scraps
   f. paper doilies
   g. ribbons
   h. crayons
   i. glue
   j. scissors

   Let the children create their own bonnets (with help if needed) from these materials. Boys may prefer to staple rabbit ears on a band and be Easter bunnies. Following this, they may have an Easter parade. Resource: Learning Through the Year cards by Doris Edmund, Creative Teaching, Monterey Park, California.

3. Use oval-shaped templates to draw egg shapes on construction paper or wrapping paper. Then have children cut shapes and paste together. Decorate with scraps of cloth, ribbon, lace and glitter.
4. Plan an Easter egg hunt with the children. Discuss safety factors in hunting. Teacher will hide eggs and let children find them.
5. Teach the children the Spanish words for rabbit, egg and color, and do fingerplays on attached page. Resource; Rhymes for Fingers and Flannelboards, Louise Binder Scott, and J.J. Thompson.
6. Let the children make an Easter card to take home to parents. The card will be in the shape of a large egg. Provide each child with yellow cotton balls and have them form a round body shape for a chick. Paste the cotton balls on the card made from construction paper. One ball will be the head of the chick. They may cut out a beak and eyes from construction paper and paste on. Draw on legs. Let them arrange and paste on grass to form nests under the baby chicks. Resource: Kindergarten Keys, teacher's manual. The Economy Company, Oklahoma City and Indianapolis.
7. Through this unit read stories to the children:
    a. Humbug Rabbit, by Lorna Ballian.
    b. Here Comes Peter Cottontail.
    c. Adventures of Egbert the Easter Egg, by Richard Amos.
    d. The Golden Egg Book, by Margaret Wise Brown.
    e. The Whiskers of Ho Ho, by William Little Field.
8. Help the children make Easter baskets
    Materials:
    a. small milk cartons
    b. construction paper
    c. lace
    d. ribbon
    e. pipe cleaners for the handle
    f. grass for the inside
9. Obtain plastic Easter eggs that come apart in the middle. Before activity, the class writes on a piece of paper some simple activity to do, such as spell his name, tie his shoe, count to ten, hop on one foot, hop on both feet, say the ABC's, etc. The child will then pick out an egg, name the color, open the egg, hand the piece of paper to the teacher. If the teacher knows the child cannot perform the act, name something the child can do so it will reinforce him.
10. Egg shell art.
    Materials:
    a. wax paper
    b. egg shells
    c. glue
    d. construction paper
    e. rolling pin
    f. food coloring
    g. bowl of water
    h. strainer and paper towel

Crush the shells with the rolling pin and put in water with food coloring added. After several minutes, strain shells and let dry. Spread glue on paper in certain design and sprinkle shells over the glue to make picture.

11. Songs to be sung during the unit may include "Here Comes Peter Cottontail," "A Tiskit, A Tasket," "Six Little Ducks," and others found in music books.
12. Stress throughout the unit that Easter egg hunting, making Easter baskets, bunnies, chicks, etc. is fun but never forget the true meaning of Easter.

Post Assessment:

1. Do you know why we celebrate Easter?
2. Name some of the things we do at Easter?
3. Ask who we talk about bunnies, chicks, ducklings, etc.?

FINGERPLAYS

THIS LITTLE BUNNY

This little bunny has two pink eyes.
  (bend down first finger)
This little bunny is very wise.
  (bend down second finger)
This little bunny is soft as silk.
  (bend down third finger)
This little bunny is white as milk.
  (bend down fourth finger)
This little bunny nibbles away
  (bend down thumb)
At cabbages and carrots the live-long day!

ON EASTER DAY

On Easter Day, we go to church.
  (place two fists together)
The bell rings from the steeple.
  (extend two pointer fingers
   to make steeple)
When the doors are open wide
  (interlock fingers and turn
   hands so that fingers stand up)
Inside you'll see all the people.

FIVE LITTLE RABBITS

Five little rabbits under a log:
(hold up fingers of one hand)
This one said, "Sh! I hear a dog!"
(point to first finger)
This one said, "I see a man!"
(point to second finger)
This one said, "Run while you can!"
(point to third finger)
This one said, "I'm not afraid!"
(point to fourth finger)
This one said, "Let's hide in the shade!"
(point to thumb)
A man and his dog went hurrying by,
And you should have seen those rabbits fly!

UN HUEVITO--Spanish

Este ninito compro un huevito,
(hold up thumb)
Este lo mando asar,
(hold up pointer finger)
Este lo echo sal,
(hold up middle finger)
Este lo revolvio
(hold up ring finger)
Yel mas chiquito se locomio.
(hold up little finger)

This little child brought an egg--
(Motions same as above)
This one put it in a pan,
This one sprinkled on the salt,
This one flipped it in the pan,
Little one said, with a grin,
"I will eat this egg if I can."

CONEJITO -- Spanish

Conejito que corre,
(make fingers of hand run up
arm and take hold of ear)
Que sube, quete alcanza,
Que te pilla y
Te tira la orejita.

LITTLE RABBIT -- English

Run, little rabbit,
(Make fingers of hand run up
arm and take hold of ear)
Climb right up here.
He is so hungry
He nibbles at my ear.

RESOURCES

1. Finger Rhythms and Flannelboards Louise Binder Scott and J. J. Thompson.

Rhymes for Fingers and Flannelboard used for all Fingerplays.

MOTHER'S AND FATHER'S DAY

Preassessment:

Discussion of:

1. What are some of the things that your mother does for you that make you feel very special?
2. What do you like to do with your father?
3. How can you show your mother and father that they are very special to you?

General Unit Objectives:

1. Children will develop an appreciation for their mother and father.
2. Children will appreciate the things that mothers and fathers do automatically for their children.
3. They will learn ways of showing their appreciation of the things they have taken for granted.

Activities:

1. Discuss what parents do to make his/her child feel special.
   a. Role play
   b. Draw pictures to illustrate their concept of what mother and father do.
2. Have children plant seeds for a Mother's Day/Father's Day plant.
3. Make gift pictures using child's fingerprints for flower petals, leaves, bees, etc.
4. Make child's hand print in plaster of paris.
5. Have children make cards and wrapping paper for gifts.
6. Make paperweight. Insert child's picture face down in glass coaster. Fill in bottom with plaster of paris.
7. Have child make placemats for gifts - fringed burlap. Make a collage of can labels on cardboard and laminate with clear contact paper, weave with cloth strips or chair webbing, etc.

THIS IS THE FATHER

This is the father who brings us the bread,
(point to middle finger)
This is the mother who puts us to bed.
(point to pointer finger)
This is the brother who plays with his ball.
(point to ring finger)
This is the sister who plays with her doll.
(point to thumb)
And this is the baby, the smallest of all.
(point to little finger)

GOOD LITTLE MOTHER

Good little mother, how do you do?
(hold up one hand; wiggle each finger in turn)
Dear strong daddy, glad to see you;
Big tall brother, pleased you are here;
Kind little sister, you need not fear;
Glad welcome we'll give you, and baby dear too,
Yes baby dear, how do you do?

THIS IS THE MOTHER

This is the mother, kind and dear
(make a fist, then point to thumb)
This is the father sitting near,
(show each finger in turn)
This is the brother, strong and tall.
This is the sister who plays with her doll.
This is the baby, the littlest of all.
See my whole family, large and small.
(wiggle all the fingers)

DADDY

When Daddy shaves and lets me stand and look-,
I like it better than a picture book.
He pulls such lovely faces all the time.
Like funny people in a pantomime.

ONLY ONE MOTHER

Hundreds of stars in the pretty sky.
Hundreds of shells on the shore together,
Hundreds of birds that go singing by,
Hundreds of lambs in the sunny weather,
Hundreds of dewdrops to greet the dawn,
Hundreds of bees in the purple clover,
Hundreds of butterflies on the lawn,
But only one mother the wide world over.

RESOURCES

1. Rhymes for Fingers and Flannelboards. Louise Binder Scott and J. J. Thompson. Webster Publishing Company, St. Louis, Atlanta, Dallas, Pasadena.

2. Poems and Rhymes - Childcraft Volume I. Field Enterprises Education Corporation, Chicago, Illinois.

3. Let's do Fingerplays. Grayson.

RESOURCES

Children's Books

Title	Author	Publisher
The Twelve Days of Christmas	Wildsmith	Watts
Mr. Willowby's Christmas Tree	Barry	McGraw-Hill
Something for Christmas	Brown	Harper
Santa Makes a Change	Chaneles	Parent's Magazine
Santa Mouse, Where are You?	Brown	Grossett
St. Valentine's Day	Bulla	Crowell
The True Book of Holidays	Purcell	Children's Press
Humpty Dumpty's Holiday Stories	Oechsli	Parent's Magazine
What Does a Witch Need?	DeLage	Garrard
The Farmer and the Witch	DeLage	Garrard
The Old Witch and the Snores	DeLage	Garrard
The Old Witch Goes To the Ball	DeLage	Garrard
The Little Witch's Thanksgiving Book	Glovach	Prentice-Hall
Gobble, Gobble, Gobble	Ellis	Denison
Thanksgiving Time	Schenk	Lyons
The Golden Egg Book	Brown	Golden
The Country Bunny and the Little Golden Shoes	Heyward	Miflin
The Bunny Who Found Easter	Zolowtow	Hale
My Mother Is The Most Beautiful Mother In The World	Reyher	Lothrop

HOLIDAYS

- Mothers Day
- Fathers Day
- Halloween
- Thanksgiving
- Christmas
- Valentine's Day
- Lincoln - Washington
- Easter

Christmas in Mexico. World Book Encyclopedia, Inc., Chicago: 1976. Vendor: World Book Encyclopedia, Inc., P.O. Box 3405, Chicago, IL 60654 (312) 341-2424.

Preschool and Staff. Spanish/English. One Book, Hardbound.

This book is part of an ongoing series planned by World Book Encyclopedia to describe Christmas in various countries of the world.

The Christmas Piñata. Jack Kent. New York: 1975. Vendor: Parent's Magazine Press, 80 New Bridge Road, Bergenfield, NJ 07621 (212) 685-4400.

Preschool. English. One Book, Hardbound.

This is a storybook which tells the tale of a little pot which is cracked and therefore considered useless by the potter and his family. However, the pot becomes a center of attention when it is chosen to make a Christmas piñata.

Daily Curriculum Guide for Preschool Spanish-Speaking Children. Minnesota Migrant Summer Day Care Programs, 114 South Main Street, Crookston, MN 56716 (218) 281-5832. 1973.

Preschool. Spanish/English. Four Books, One Tape.

The guide contains a unit on holidays.

Felíz Navidad. José Feliciano (Singer). Arcano Records, United States: RCA, 1972. Vendor: Caytronics Records Corp., Distributor, La Mode Furniture, 574 Santa Fe Drive, Denver, CO 80204 (303) 825-8128.

Preschool. Spanish. One Record-45 RPM.

This record is sung by José Feliciano.

Fiestas y Tradiciones. Fernandez Editores, S.A. Calzada Mexico Coyoacan, 321 Mexico 13 D.F. 1972. (905) 524-5630.

Preschool. Spanish. One Book, Softbound.

This coloring book provides illustrations of traditional holidays and fiestas in Mexico.

Una Fiesta Navideña. Alicia Valladolid Cuaron and Eva Camacho Woodard. Denver, Colorado: 1977. Vendor: InterAmerica Research Associates, 910 Sixteenth Street - Suite 722, Denver, CO 80202. (303) 534-1290.

Preschool. Spanish/English. One Book, Spiralbound.

Christmas carols, cultural foods, and craft items for the holidays are provided with directions for implementing a truly bicultural celebration involving parents, teachers, aides and children.

Information and Materials to Teach the Cultural Heritage of the Mexican American Child. Bilingual Program of Education Service Center, Region XII, Austin, Texas: Dissemination Center for Bilingual/Bicultural Education, 1976. Vendor: Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, TX 59872. (512) 458-9131.

Preschool and Staff. Spanish/English. One Book, Spiralbound.

This resource book contains a unit on holidays.

The Little Drummer Boy - El Niño del Tambor. Ezra Jack Keats. Words and Music by Katherine Davis, Henry Onorati and Harry Simeon. Weston Woods, Weston, Connecticut: 1976. Vendor: Weston Woods Studios, Weston, CT 06880 (203) 226-3355.

Preschool. Spanish/English. Kit - One Filmstrip, Two Texts (One English, One Spanish), Two Audiocassettes (One English, One Spanish).

This is an audiovisual presentation of a children's Christmas classic.

Kindergarten Curriculum. Bilingual Education Project, Las Cruces District #2. Las Cruces, NM (505) 524-9128.

Preschool. Spanish/English. Three Books, Softbound.

This guide contains units on Thanksgiving, Christmas, Valentine's Day and Independence Day.

Multicultural Resource Booklet. Tucson School District #1, 1010 East 10th Street, Tucson, AZ 85717 (602) 791-5116.

Preschool. English. One Book, Softbound.

This is a booklet of informational facts about Blacks, Chinese, Jews, Navajos, Papagos, Spanish-Speaking and Yaquis. Included are: Holidays of each culture.

La Navidad: Christmas in Spain and Latin America. Agnes M. Brady and Margarita Marques de Moates. Skokie, Illinois: National Textbook Company: 1975. Vendor: National Textbook Company, School Library Division, 8259 Niles Center Road, Skokie, IL 60076 (312) 679-4210.

Preschool and Staff. Spanish/English. One Book, Softbound.

This book is an anthology of materials all dealing with the subject of Christmas or New Year's in Hispanic countries.

A New Day. Don Bolognese. Delacorte Press, New York: 1970. Vendor: Gordon's Books, Inc., 4280 Columbine Street, Denver, CO 80216 (303) 572-7761.

Preschool. English. One Book, Hardbound.

Don Bolognese tells a parallel story to the legend of the birth of Christ. He uses a migrant family in the American Southwest to set forth the travels of José and María and the ensuing birth of their baby.

Nine Days to Christmas. Marie Hall Ets and Aurora Labastida. Viking Press, New York: 1959. Vendor: Children's Book and Music Center, 5373 West Pico Blvd., Los Angeles, CA 90019 (213) 937-1825.

Preschool. English. One Book, Hardbound.

The festivities of Christmas in Mexico are the subject of this story.

Las Posadas. Follow Through Project, 2316 Library South, University of California, Riverside, CA 92502 (714) 787-1012.

Preschool. Spanish/English. One Book, Softbound.

The book contains activities for a cultural unit on Christmas.

Resource Materials for Bilingual Education. Fort Worth Public Schools, Bilingual program, 1974. Fort Worth, TX (817) 336-8311.

Preschool. Spanish/English. One Book, Softbound.

This book contains a unit on holidays.

Songs and Stories of the Christmas Season - Canciones y Historias Navideñas. Bay Area Bilingual Education League. Oakland, California BABEL Productions, 1971. Vendor: BABEL Media Center, 1033 Heinz Street, Berkeley, CA 94710 (415) 849-3191.

Preschool. Spanish/English. One Book, Softbound.

This book is dedicated to the consideration of Christmas as it is celebrated in Spanish speaking countries.

FREE PLAY ACTIVITIES AND MATERIALS

General Unit Objective:

To help the child develop his total self through a controlled, but unstructured learning environment, and experiences.

PLAYHOUSE AND DRESS UP
ACTIVITIES
FOR
FREE PLAY

Store

Restaurant

Hospital

Beauty and Barber Shop

Role Playing:
Community helpers, family experiences, make-up, examples: clown, Indians, pirate, etc.

Telephone Center

Tea Party

Post Office

Pretend Bus Trip

Birthday Party

Picnic Basket

Food Preparation

Articles to be included in a playhouse.

Flashlight
Picnic Basket
Plants
Stove, refrigerator, cupboards (either purchased, homemade or from boxes, or blocks), ironing board and iron.
Dolls, doll clothes, crib, buggy, bed, high chair, dishes, pots and pans, silverware, measuring cups and spoons.

Dress-up clothing (masculine, feminine and/or occupational); hats, scarves, gloves, purses, wallets, ties, vests, belts, bandannas, shoes of all varieties, large pieces of colored fabrics, ribbons, lace, girdles, jewelry, eyeglasses, frames, rubber boots, jackets, capes and caps and special props, doctor and/or nurse bags, stethescopes, fireman equipment, Indian jewelry, headdresses, suitcases, trunks, and others.

Water Play Opportunities in the Playhouse: Equipment should include: dishes, cleaning and washing clothes, pouring and measuring, pouring spout, a large tub, bucket, and others.

Cans, cartons, plastic bottles, food stuffs on occasions.

Mirrors

Telephones

Add variety to this area by using only part of the equipment at a time, by rearranging the equipment or adding something special on occasions.

Cover an easel with flannel or felt and provide colors, shapes or figures out of fabric for exploration and/or dramatic play.

Occasionally prepare food for lunch or snack in the area.

Put emphasis on self-discovery. Include imaginative (dress-ups and props) and real experiences (hospital - so that children are no longer afraid of the equipment or the experience , bathing baby - a change from being on the receiving end of the experience, wash day - materials and tasks are real).

Provide two or more of the same objects (telephone, doll, whatever) to encourage interaction.

Cover the jungle gym or another structure for privacy. Include a flashlight.

Move the equipment outside.

Put real flowers on the table.

PLAY KITS

1. Restaurant Kit - Plastic or paper cups, saucers, plates, tableware, napkins, empty food containers, tablecloth, hand menus.
2. Kitchen Kit - Pots, pans, bowls, egg beaters, spoons, measuring cups, measuring spoons, cookie sheets, cake pans, cardboard carton turned upside down can become a stove.
3. School Kit - Paper, pencils, crayons, chalk, small blackboard, books.
4. Supermarket Kit - Toy cash register, play money, price tags, sales slips, unopened canned goods, empty food containers, used cake mix boxes, wax or plastic fruit and vegetables.
5. Disguise Kit - An old pair of dark glasses, and an old hat, a mustache, wax false teeth, a false nose, makeup, a wig, a beard.

6. Post Office Kit - Large index cards, stamp pads, stampers, crayons, pencils, stamps (use old Christmas Seals or magazine selection stamps), shoe box for each member of the class, with slot cut in front and name clearly printed on the box.
7. Cleaning Kit - Several brooms, mops, sponge mops, dust clothes, sponges, and paper towels.
8. Hospital Kit - Adhesive tape, gauze, assorted Band-Aids, stethoscope, a real one only costs a few dollars. Small plastic bottles, tongue depressors and cotton balls.
9. Detective Kit - Badge made from cardboard covered with aluminum foil, whistle, magnifying glass, two-way radio.

Reference: Learning Through Play - Jean and Janice Lloyd, pgs, 184-185.

SCIENCE ACTIVITIES FOR FREE PLAY

Materials needed for a Science Area:

Plants
Seeds
Magnets
Sink or Float Objects
Weights
Bugs, Insects
Clocks
Scales
Thermometer
Magnifying Glass
Things to Weigh
Measuring Cups
Things to measure
Binoculars
Microscope and Slides
Calendar
Weather Chart
Animals
Rulers
Tasting and smelling fruit, cinnamon, cloves, tea, coffee, onion, banana, paint, peanuts, perfume, sawdust, oil, peppermint, gasoline, pepper, iodine, garlic.
Globe
Compass
Gyroscope
Stethoscope

TABLE ACTIVITIES - MANIPULATIVE

Puzzles
Water colors
Sewing Cards
Peg board
Matching Objects or Cards
Crayons and Pencils
Paper and Glue
Sorting
Connecting Chips
Glue
Scissors
Small tinkertoys
Nuts and Bolts
Lotto Cards
Dominoes
Pounding Bench

Toy Lending Library
1. Wooden table blocks
2. Stacking Blocks
3. Sound Cans

Stringing Beads
1. Buttons, straws
2. Breakfast cereals, macaroni

Buttoning, zipping, snapping, and tying
Colored - Snap blocks
Small Colored cubes
Large and small Parquetry
Making mobiles
Matching jar lids

WATER TABLE MATERIALS FOR FREE PLAY

Water Table - Materials:

- Funnels
- Sponges
- Measuring Cups
- Boats
- Eye Droppers
- Plastic Bibs
- Thermometers for measuring water temperature.

OUTDOOR EQUIPMENT FOR FREE PLAY DEVELOPING GROSS MOTOR SKILLS

Outdoor Equipment:

Tricycles
Balls
See-saw
Sand Box
Rocking Boat
Stick Horses
Slide
Wheelbarrow
Wagons
Climbing Box

Sand Area:

Tractors
Buckets
Measuring Cups
Sifters and Scoops
Sand tools (rake, hoe, spade)
Funnels
Tires
Small trucks and cars

INDOOR EQUIPMENT
FOR
FREE PLAY ACTIVITIES

Indoor Equipment:

- Mats (Tumble)
- Balance Beam
- Jungle Gym
- Giant Tinkertoys
- Punching Bag on Stand
- Tunnel for crawling
- Obstacle Course

Art Area:

- Finger Paints
- Watercolors
- String painting
- Crayons
- Collage materials:
  1. Cotton
  2. Wallpaper
  3. Styrofoam
  4. Buttons
  5. Pipe Cleaners
- Easel Painting (easel, brushes, waterproof aprons)
- Sponge Painting
- Toothbrush painting
- Comb painting
- Print painting:
  1. Q-Tips
  2. Empty Spools
  3. Plastic Forks
- Soap Suds Painting (see Recipes for Fun)
- Playdough (see Recipes)
- Paper Maché (see Recipes for Fun)
- Puppets
- Mobiles
- Chalk Design
- Finger Painting in Pudding
- Paper Plate
- Food Coloring

Additional Materials that can be used for easel painting:

- Butcher paper
- cardboard
- cartons
- construction paper
- corrugated paper
- finger paint
- magazines

newspaper
newsprint
paper sacks
paper towels
wallpaper

Other surfaces or Materials:

Clay
Fabric
  Burlap
  Cotton
  Leather
  Vinyl
  Nylon
  Oil Cloth
  Plastic

Rocks
Sea Shells
Wood
  Boxes
  Branches
  Scrapes
Easel
  Sturdy
  Wood or metal construction
  Place for paint jars
  Clip for holding papers
  Correct height
  Out of traffic patterns
  Sometimes indoors and sometimes outdoors
  Good lighting
  Close to sink, washroom, or sponges
  Easily cleaned
  Two easels side by side to encourage cooperation and participation.

Paint
  Shake dry powder paint and water together in screw-top jar (Red and orange paint mix best when warm water is used). Add a small amount of wheat paste to prepared paint (thickens paint to a better consistency).
  A pinch of salt will keep paint from going sour in warm weather.
  Extender may be added.
  Let children help prepare the paint.
  Keeps indefinitely if covered and kept in a cool place.
  Stir well before using.
  Primary colors are most appealing. White and black should be used occasionally.
  Use two to four colors.
  A small amount of liquid detergent facilitates easy clean-up.

Jars

Use pint glass jars or half-pint jars. Lids are available for storage.
Baby food jars
Quart milk cartons washed out and cut off
Frozen juice cans (6 oz. size)
Paper cups

Clothing

A protective covering should be worn (smock, old shirt on backwards, or apron)

Collage Materials

Plastic

- doilies
- egg cartons
- flowers
- foam
- food containers
- hair rollers
- straws
- styrofoam
- toothpicks

Fabrics

- burlap
- chiffon
- corduroy
- cotton
- denim
- felt
- fur
- knots
- leather
- muslin
- net
- organdy
- pellon
- rug yarn
- satin
- shagbark
- silk
- taffeta
- velvet
- wool
- yarn

Sewing

- beads
- buttons
- elastics

Sewing (cont'd)

- ribbon
- ric-rac
- sequins
- spools
- string
- tape
- yarn

Paper and Paper Substitutes

- aluminum foil
- blotters
- boxes (small)
- cardboard
  - boxes
  - food containers
  - corrugated
  - shirt cardboard
- catalogs
- cellophane
- construction
- cups from candy boxes
- doilies
- egg cartons
- gift
- greeting cards
- gummed stickers
- magazines
- plates
- reinforcements
- sandpaper
- stamps
- straws
- tissue
- towels
- tubes
- wallpaper
- waxed

Miscellaneous

- acorns
- bottle caps
- cans
- clothes pins
- corks
- cotton balls
- excelsior
- feathers
- flowers
- glitter
- hair pins
- jars
- jarlids and rings
- leaves
- net sacks
- packing materials
- paper clips
- pebbles
- pipe cleaners
- Q-tips
- shells
- shoe laces
- sponges
- toothpicks
- twigs, sticks

Building Materials

- bark
- fiber board
- popsicles sticks
- sand
- sawdust
- screen
- shavings
- tongue depressors
- wood
- wire

Food Products

- beans
- cereals
- egg shells
- macaroni, spaghetti
- popcorn
- rigatone
- rice
- salt (colored)
- seeds - fruit and vegetables
- shellroni

RECIPES FOR FUN

Flour Salt Dough

1½ cups flour

½ cup salt

½ cup water

¼ cup vegetable oil

Mix flour and salt; slowly add oil and water. Coloring with food coloring is optional. Knead well. Store in refrigerator in closed container or plastic bag. Can bake at 225° F. for two hours. Color or decorate if desired.

Sawdust Clay

Add 1 cup of paste to 2 cups of sawdust. Mix with hands until mass can be formed. Form into a ball that will not cling to the fingers or hands.

Paper Mache'

Tear 4 or 5 double sheets of newspaper into small pieces. Soak overnight. Knead well. Gradually add 1 cup water to ½ cup flour, bring to a boil over low heat. Stir until thick and glossy. Stir into paper mixture.

Reference: *A Child Goes Forth* pgs. 43-45

Soap Suds Paint

½ cup warm water
½ cup - 1 cup soap flakes
Powdered tempera paint if desired

Mix enough soap flakes with water to make a thick paint. Beat the mixture with an egg beater to make it light and fluffy. If it gets too thick add more water.

Reference: *Primary Let's Begin Cards* - Art Card #7

Bumpy Dough Paint

3/4 cup flour
¼ cup salt
several containers, one for each color dough
mixing bowl
cardboard or heavy paper
water
tempera paint or food coloring
spoon

Mix salt and flour with a few spoonfuls of water. Keep adding water a spoonful at a time, until mixture is as soft as the dough you would use to make cookies. When the dough is just right, put some paint in each container and mix it in with the dough.

Reference: *Make and Do - Childcraft* pg. 54

Watch it Snow

A glass jar with a screw-on lid
2 tablespoons of moth flakes
waterproof cement
a little china statue

Cement a china statue to the inside of a jar lid and let it dry overnight. If you have no china figure, you can make a doll or a snowman by cementing buttons together, spools, or beads. Fill the jar with water, almost to the top. Put in the moth flakes. Put cement inside the lid where it screws on and screw the lid to the jar tightly. Let it dry for a day. Shake the jar and watch it snow.

Reference: Make and Do - Childcraft pg. 307

Building Blocks

1. Cut the tops off two milk cartons that are the same size.
2. Fit the cartons together.
3. Tape them shut.
4. Decorate them with paint.

HINT: Add detergent to paint to make it stick to the milk cartons.

Manipulating Play Dough

Below are some variations on the play dough I sent home. Try them sometime for it is both fun for your child to make it and play with it. Your child can have lots of fun rolling, pinching it, squeezing and pounding. You can also use cookie cutters, or a fork or bottle caps to press designs in. Or try slicing it with a knife, make finger or thumb prints. Play with your child too. If you only let your child play with it at the table then there will be no mess to worry about.

Salt and Flour Play Dough

3 cups flour
1 cup salt
3 tsp. vegetable oil
Mix flour and salt with about 1 cup (food coloring added to it) water to make a dough not too sticky but it stays together. Keep in a tightly covered container.

Soap Flake (a fun variety)

2 cups of soap flakes
1 cup warm water
Beat the two together until the mixture looks like whipped cream. Add food coloring to some if you want. Have your child help you.

Play Dough Mix to Bake in Oven

1 cup salt
2 cups flour
1 cup water
Mix the salt and flour together and add the water slowly. Knead 7-10 minutes. Roll and cut with cookie cutters or mold (be sure to poke holes for hanging before baking). Bake at 325° until light brown. (Can just play with this for about a week).

Silly Putty (better than other you can buy)

1 cup Elmers glue
½ cup starch (liquid)
Stir together and add food coloring if you want. If too sticky add more starch.

Cooked Dough (is better consistency than non-cooked)

4 T cornstarch
½ cup salt
½ cup boiling water
Mix cornstarch and salt. Add food coloring now if wanted. Pour boiling water, stir until soft and smooth. Place over fire until it forms a soft ball. In using, if sticks dust with cornstarch.

MUSIC MATERIALS
FOR
FREE PLAY ACTIVITIES

Instruments for a Rhythm Band

Hand Bells
Triangles
Tambourines
Drums
Xylophone
Cymbals
Rhythm Sticks
Shakers (Maracas)
Sand Blocks
Tone Blocks
Bongos

For the Classroom

Record Player and records
Piano
Guitar
Tape recorder
Auto harp

Book Area

Library
Finger Puppets, Hand Puppets
Books
Flannelboard and story characters
Wall paper books
Character dolls

Block and Truck Area

Large and small wooden blocks
Large plastic blocks
Lincoln Logs
Tinker Toys
Lego's
Zoo and Farm Animals
Hardboard Figures
Traffic Signals
Trucks
Cars
Farm Equipment

WOOD WORKING MATERIALS
FOR
FREE PLAY AREA

Woodworking Area

Workbench
Hammer
Saw
Nails
Wood
Plane
Brace and Bit
Screwdriver
Rasp
Ruler
Carpenters Pencil

Building Materials

Bark
Fiber board
Popsicle Sticks
Screen
Shavings
Tongue depressors
Wood
Wire

Suggestions for Home

Help repair something (handle, chair, toys, other things).
Help make some blocks for home use.
Let the child have his own tools and wood, etc.
Make some simple objects (boat, airplane).
Learn the names and uses of different tools (saw, hammer, brace, bit, pliers).
Work on a project with an adult.
Make holes in lids for insect jars.
Sort nails into jars for future use.
Learn how to care for and replace tools.

Books to Read

Title	Author	Publisher
In My Town	Scarry	Golden
All Day Long	Scarry	Golden
Three Sides and the Round One	Friskey	Children's Press
What Do You Love	Steiner	Knopf
Let's Be Enemies	Udry	Harper
Fur, Feathers, Hair	Lerner	Lerner
Your Face Is a Picture	Clifford	Seale

FREE PLAY

Creative Movement for the Developing Child : A Nursery School Handbook for Non-Musicians. Clare Cherry. Fearon Publishers, Belmont, California, 1971. Vendor: Children's Book and Music Center, 5373 West Pico Blvd., Los Angeles, CA 90019 (213) 937-1825.

Staff. English. One Book, Softbound.

The objective of this book is to stimulate acute sensory perception in very young children so that motor skills may be facilitated and enhanced.

Deportes. Fernández Editores, S.A., Calzada México Coyoacán, 1974. 321, Mexico 13, D.F. (905) 524-5630.

Preschool. Spanish. One Book, Softbound.

This coloring book is designed to be used to motivate children to engage in games and sports and thus to develop gross and fine motor skills.

Martina's Favorite Games. Follow Through Program, 1973. Boulder Valley Public Schools, P.O. Box 9011, Boulder, CO 80302. (303) 447-1010.

Preschool. Spanish/English. One Book, Softbound.

This storybook relates a story of Martina's favorite games: Chinese Jump Rope, Shake It, Shake It, Baby, and Monkey Bars. All of which are designed to develop large muscle coordination.

La Raspa (Verso) La Varsoviana. Mariachi Nacionál de Arcadio Elias. Falcon Record Company, McAllen, Texas: n.d. Vendor: La Mode Furniture, 574 Santa Fe Drive, Denver, CO 80204 (303) 825-8128.

Preschool. Spanish. Phonodisc-45 RPM.

La Raspa is a dance often utilized by bilingual programs for young children, since the dance is easily taught and executed.

Títeres y Cinta Grabada. Developmental Learning Materials, 1974. 7440 Natchez Avenue, Niles, IL 60648 (312) 647-7800.

Preschool. Spanish/English. One Box (Puppets, Cassettes).

This kit can be used to permit the children to interact in free play with hand puppets.

Toss and Total - Target DLM 362B. Developmental Learning Materials, Niles, Illinois, N.D. Vendor: Developmental Learning Materials, Inc., 7440 Natchez Avenue, Niles, IL 60648 (312) 647-7800.

Preschool. Three Balls, One Target Board.

The toss board is colorful and marked into target areas which relate to the toss of three balls, that will give a particular child who tosses them a score.

PRE-WRITING

Preassessment:

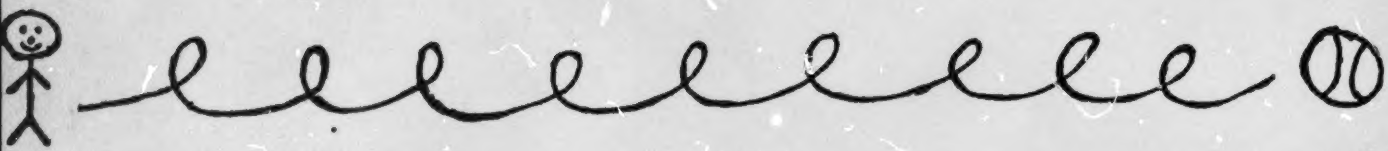
1. Would you like to learn how to write your name?
2. Let child do scribble papers to get the muscle action and to give him confidence that he can write his letters.
3. Use little exercises to stress the left to right progression.

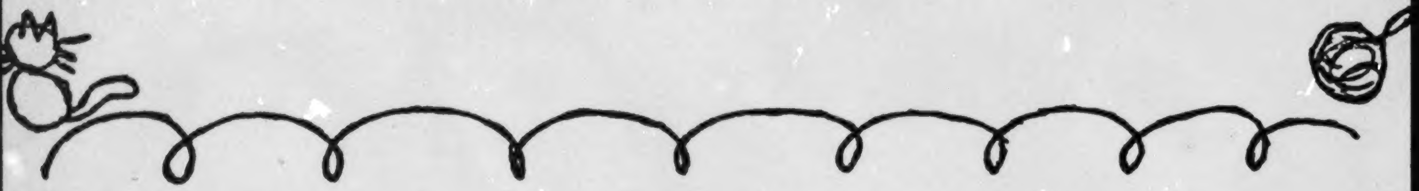
General Unit Objectives:

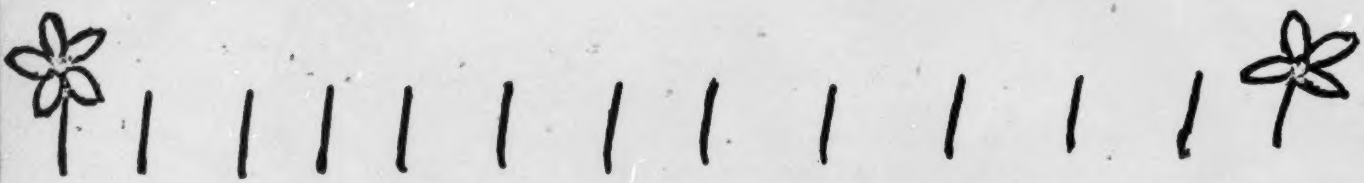
1. The child will be able to develop muscle coordination to begin pre-writing skills.
2. The child will develop a left to right progression.

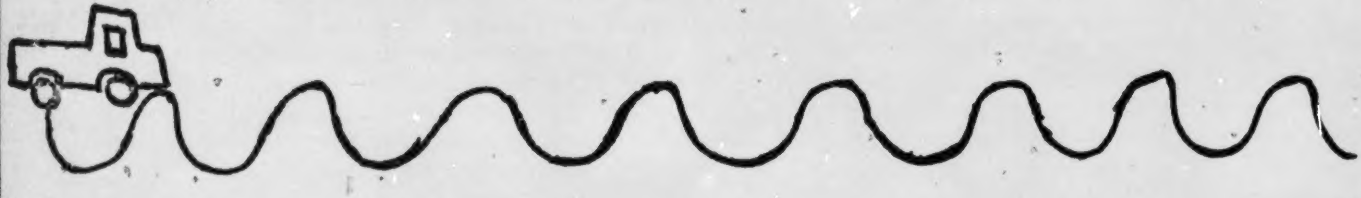
Activities:

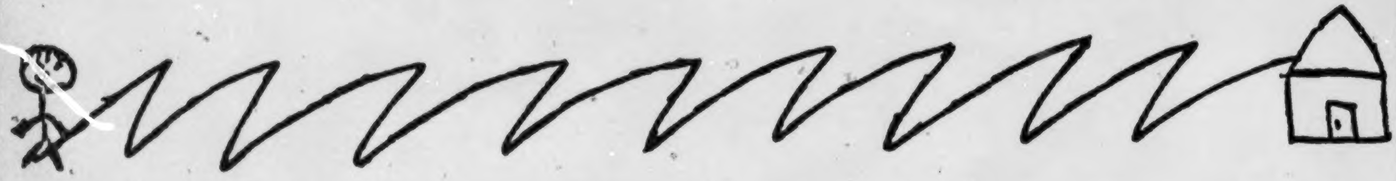
1. Scribble - give the child a white sheet of paper with magic marker to make a colorful design.
2. Use Frostig Kit for the development of visual perception. Resource: Frostig Kit, Marianne Frostig and David Horne. Follet Publishing Co.
3. Make a laminated wipe-off sheet using clear contact paper. Use squiggly lines, etc., and have children follow the lines.
4. Put sugar or sand in a shallow pan. Have the children use circular movements in sugar or sand. Let them lick their fingers.
5. Use peg boards and let children put pegs where they want them to go.
6. Sewing cards - children will develop fine motor skills by working with these cards.
7. Visual closures - draw an unfinished picture and have the children finish it. For example: give them a picture of half a ball and have them complete it.
8. Have children attach clothespins to a large milk carton, take off again.
9. Use Portage Guide to Early Education. Cooperative Educational Service for pre-writing.
10. Use Fairbanks Robinson Program Level #1, Perceptual Motor Development, New York Times.
11. As children begin to show you letters they can write, give them experience individually in writing; with magic marker, paint, or in sand, helping to make the letters correctly.
12. Begin on large unlined paper, and as the child develops give him large lined paper.
13. When the child is serious about learning to write his name, use dot-to-dots for him to follow and leave some space for him to write by himself after he has done the dot-to-dots.
14. Using a laminated sheet with dot-to-dot and space for writing saves the teacher a lot of work.

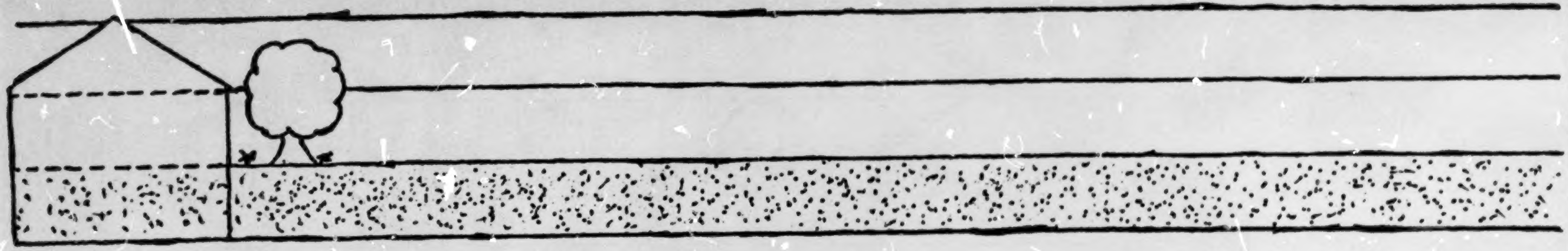


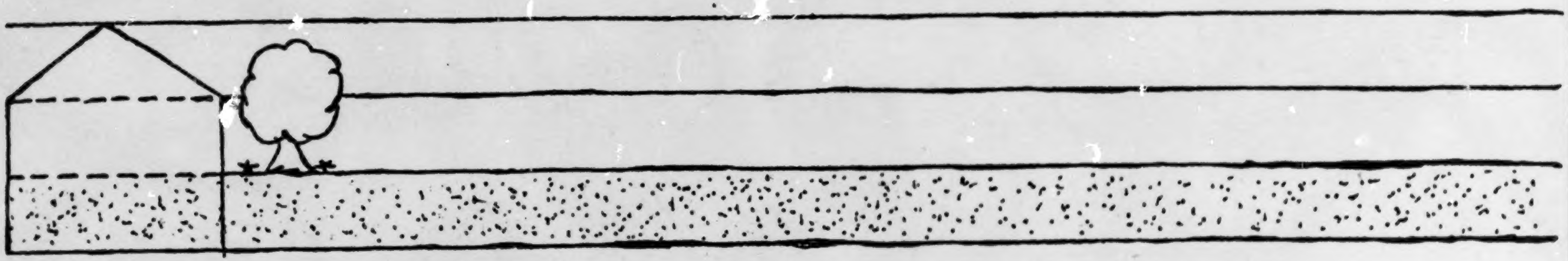


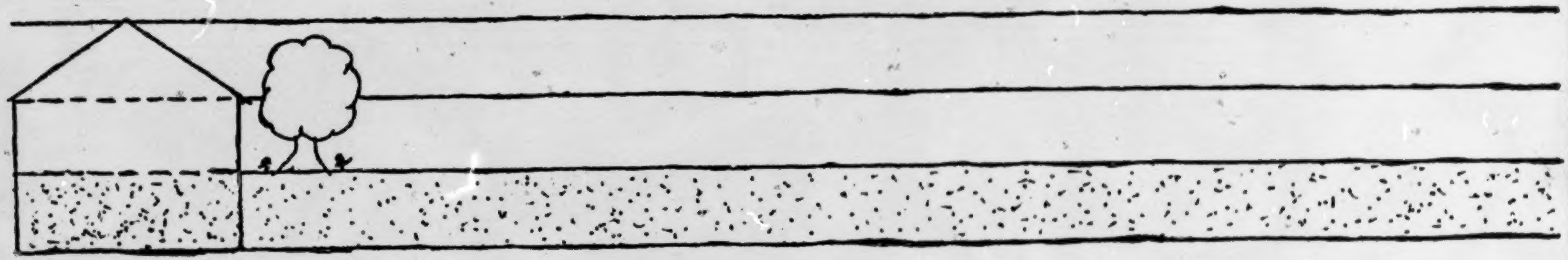


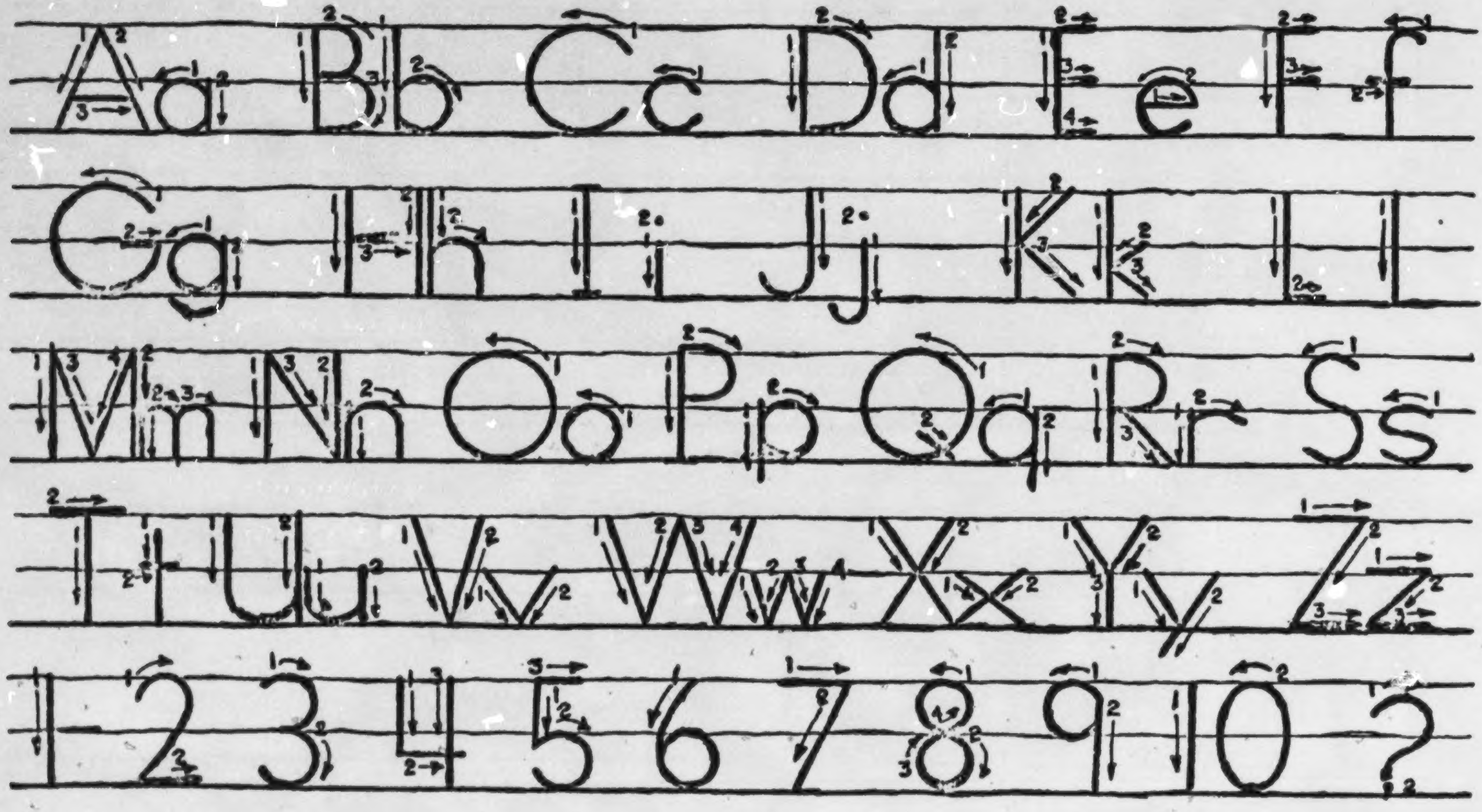








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PRE-WRITING

Early Success Experience Through Animal Stencils. Developmental Learning Materials, c1968. Vendor: Developmental Learning Materialism Inc., 7440 Natchez Avenue, Niles, IL 60648 (312) 647-7800

Preschool. 12 Stencils.

These stencils contain the outlines of twelve animals for the young child to draw around to create a specific shape. Small muscle control is developed and visual perception is enhanced. The task is simple and the child who cannot do more complex art work is given a sense of accomplishment.

Escribir y Pintar. Dade County Board of Public Institute, 1970, Miami, Florida. (305) 350-3155.

Preschool. Spanish. One Book, Softbound.

This is a workbook which introduces the child to joining curves and straight lines, as part of the development of pre-writing skills.

Eye-Hand Integration Exercises DLM 315. Developmental Learning Materials, 1974. Vendor: Developmental Learning Materials, Inc., 7440 Natchez Avenue, Niles, IL 60648 (312) 647-7800.

Preschool. 15 Laminated Cards, Two Primary Pencils, Two Wipe Cloths.

Mis Primeros Trazos. Bilingual Educational Services, 1607 Hope Street, P.O. Box 669, South Pasadena, CA 91030 (213) 441-1235.

Preschool. Spanish. One Book, Softbound.

The first part of the workbook contains exercises to teach left and right sequencing and eye-hand coordination. The second part teaches the child to recognize basic elements of pre-writing skills.